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ABSTRACT

The fourth report of the Senior Survey series was initiated in 1069. Respondents were seniors expecting to graduate in spring 1972 (N=240) or spring 1973 (N=209); men outnumbered women, 263 to 186. With the exception of one page, the 1972 and 1973, 14-page questionnaires were identical. The data from the two years are combined in the report; statistical analyses revealed few differences between the responses of sex or year groups. Topics were: an assessment of their college experiences--courses, faculty, and various activities; problem areas; the ideal university; educational, curricular, and career plans; expected future activities; and expectations and preferences regarding some aspects of their life style. Conclusions included: (a) attending college was a generally positive experience for these respondents. They experienced both intellectual and personal growth, and they would have the ideal university continue to help students to grow in similar ways; (b) SUNY/B clearly had an impact on these seniors. Academic activities were among the most important contributors to their personal interpersonal, and intellectual growth. The four other contributors of major importance (personal reading, friendships, meeting people, and informal, impromptu discussions) were no doubt facilitated by the social environment of the university, although the extent of the university's initiative in facilitating nonacademic experiences remains nuclear. (Author)

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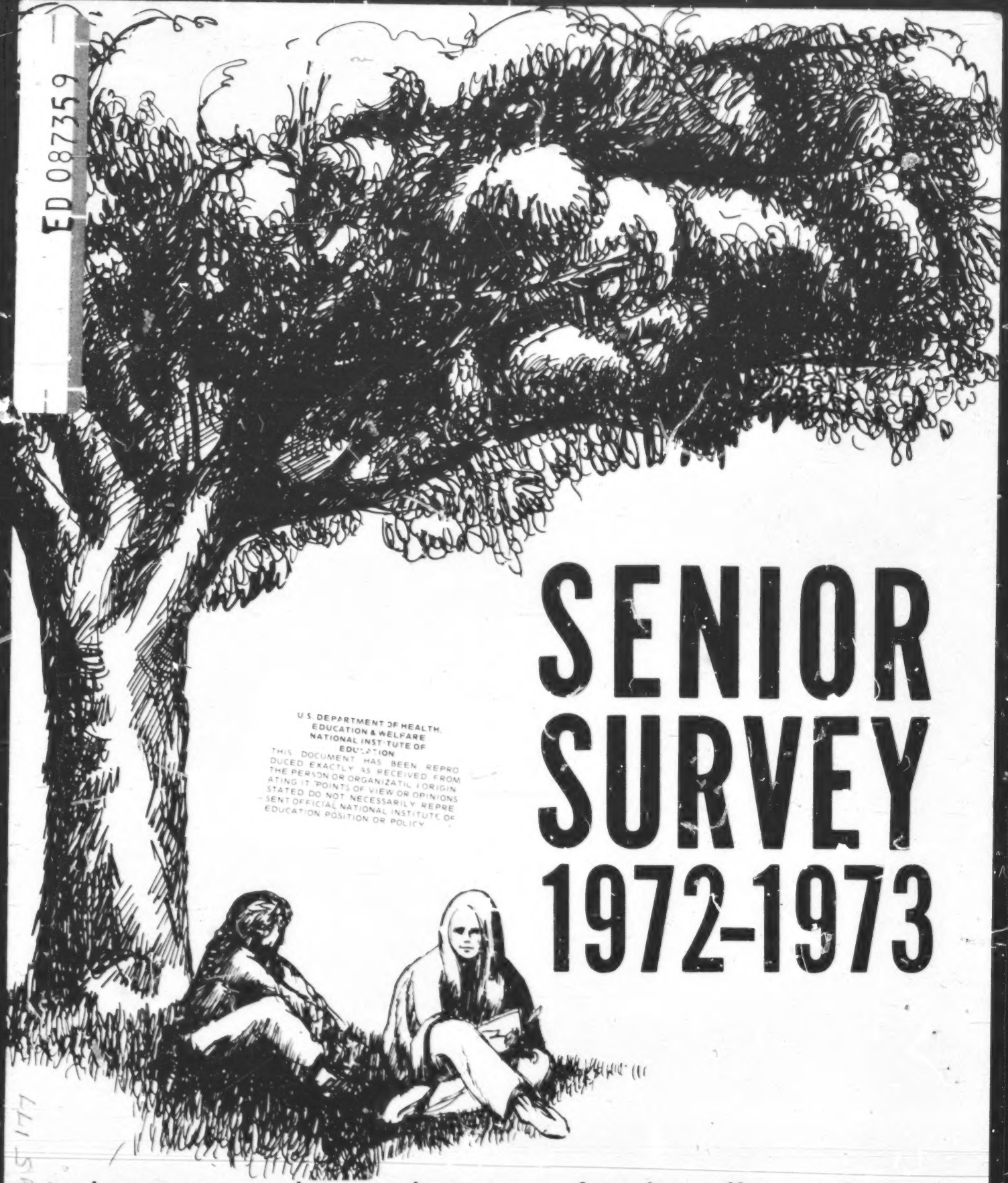

SENIOR SURVEY 1972-1973

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Student Testing and Research, Division of Student Affairs and Services
STATE UNIVERSITY OF NEW YORK AT BUFFALO

HE AUG 1973

SENIOR SURVEY
1972-1973

H. William Coles III
Jane Faulman

Student Testing and Research
Division of Student Affairs and Services
State University of New York at Buffalo

January 1974

FOREWORD

The Student Testing and Research Office, of the Division of Student Affairs and Services, State University of New York at Buffalo (SUNY/B), conducts research to examine characteristics of SUNY/B students. The reports of this research are made available to the University faculty, staff, administration, and students, as well as to other researchers and institutions.*

One of the functions of the Student Testing and Research Office is to evaluate the impact which SUNY/B has on its students. Naturally, students are the best source of such information, and seniors are in a unique position to assess their undergraduate experience. Seniors have had more time than other undergraduates have had to discover and/or take advantage of what SUNY/B has to offer and to discover what it lacks for them. Some final choices have been made — what area to major in, what clubs to join, or what student government candidates to support. Seniors are ready to leave, and can, presumably, reflect on the impact that their SUNY/B experiences have had on them and how these experiences affect their future plans. The focus of one area of this office's research on students has therefore been seniors.

The present report is the fourth in the Senior Survey series. Comprehensive Senior Survey questionnaires were completed by samples of seniors graduating in 1969 and in 1970. In 1971, three smaller questionnaires were administered to three smaller samples of seniors. Virtually identical questionnaires were completed by samples of 1972 and 1973 graduates. The following is a report of their responses.

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*A list of these reports, with a brief description of their contents, is available upon request from Student Testing and Research, 316 Harriman Library, SUNY/B.

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Table 1.1: POPULATION AND SELECTED SAMPLE, BY FACULTY AND SEX

FACULTY	1972 Population Mn	Wn	T	1972 Selected Sample Mn	Wn	T	1973 Population Mn	Wn	T	1973 Selected Sample Mn	Wn	T	Percent[a] Mn	Wn	T
Arts and Letters	175	239	414	35	55	90	172	213	385	34	49	83	20%	23%	22%
Educational Studies	46	82	128	30	35	65	33	53	86	21	23	44	65	43	51
Engineering & Applied Sciences[b]	234	3	237			55	179	1	180			41			23
Health Sciences	55	179	234	30	35	65	53	112	165	29	22	51	55	20	*
Natural Sciences & Mathematics	162	48	210	40	30	70	178	47	225	45	30	75	25	63	33
Social Sciences & Administration[c]	706	372	1078	150	75	225	635	364	999	133	73	206	21	20	21
General University[d]	36	35	71	15	15	30	26	41	67	11	18	29	42	43	†
TOTAL	1414	958	2372	355	245	600	1276	831	2107	314	215	529	25%	26%	25%

[a]Percent is the ratio of the Selected Sample to the population in each cell, e.g., for both years, 20% of the men in Arts and Letters were sampled. Except where noted, percents are the same for both years.

[b]The Engineering samples were selected from their populations of both sexes combined.

[c]The School of Management is included in Social Sciences both years.

[d]E.g., ad hoc, special major.

*1972: 28%; 1973: 31%.

†1972: 42%; 1973: 43%.

CHAPTER I

PROCEDURE

The population of interest in 1972 and 1973 was that group of SUNY/B seniors who indicated on their most recent registration materials that they expected to graduate in spring of that year. The 1972 population numbered 2372, and the 1973 group totaled 2107.

In the first senior class survey, prepared and conducted during 1968-69, and in the two subsequent senior surveys, graduating seniors who matriculated as freshmen at SUNY/B four years prior to their graduation were called Continuers. In 1969, Continuers were compared with a group consisting of (a) 1969 seniors who transferred into SUNY/B, (b) 1969 seniors who entered SUNY/B prior to 1965, and (c) 1965 SUNY/B freshmen who were not 1969 SUNY/B seniors. In 1970 and 1971, Continuers were compared with other graduating seniors, who had either transferred into SUNY/B or who had been SUNY/B students for more than four years.

Senior Survey - 1972 and 1973 is a report on samples of seniors expecting to graduate in spring 1972 or in spring 1973. Due to the lack of significant differences between Continuers and other seniors in previous senior studies, the distinction between these two groups is not made in this report. Comparisons are made, however, between men's and women's responses and between 1972 and 1973 seniors' responses.

Sampling

The Selected Samples are those students selected to be mailed a Senior Survey questionnaire. In 1972, the Selected Sample consisted of 600 students. Because of the large disparity in the number of students in each Faculty[1], two criteria for sampling were established to assure that both men and women in each Faculty were represented without the larger Faculties having overwhelming representation in the Selected Sample. The two stipulations were: (a) at least 15 students from each sex-Faculty cell would be included and (b) the percentage of students selected from each sex-Faculty cell would depend upon the size of the cell, with smaller cells generally receiving greater proportional representation in the Selected Sample than the larger cells. The students, in numbers determined by the two sampling stipulations, were then randomly selected from each sex-Faculty cell.

In order to make the 1972 and 1973 Selected Samples comparable in terms of sex-Faculty representation, the percentage of students sampled in 1973 from each sex-Faculty cell was the same as in 1972. The frequencies and percentages in each population and Selected Sample are presented in Table 1.1.

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[1]SUNY/B's six undergraduate Faculties are: Arts and Letters, Educational Studies, Engineering and Applied Sciences, Health Sciences, Natural Sciences and Mathematics, and Social Sciences and Administration.

Sample

Both years, 40% of the Selected Sample returned usable questionnaires. Preliminary examination indicated that 1972 and 1973 responses were similar to each other. Therefore, unless otherwise indicated, this report is based on the combined responses of the samples from both years. The combined sample is called the Total Sample. The distribution of the Total Sample by sex and Faculty is presented in Table 1.2. Women in Health Sciences had the highest return rate (65%), and men in Educational Studies, the lowest (24%).

Table 1.2: TOTAL SAMPLE, BY FACULTY AND SEX

FACULTY	Number in Each Faculty			Percent of Selected Samples[a]		
	Mn	Wn	T	Mn	Wn	T
Arts and Letters	20	42	62	29%	40%	36%
Educational Studies	12	20	32	24	34	29
Engineering and Applied Sciences[b]	45	0	45	-	-	47
Health Sciences	20	37	57	34	65	49
Natural Sciences and Mathematics	37	26	63	44	43	43
Social Sciences and Administration[c]	116	48	164	40	32	38
General University[d]	11	11	22	42	33	37
Not reported	2	2	4			
TOTAL	*263*	*186*	*449*			

[a]Percent is the ratio of the Total Sample to the Selected Sample, e.g., 29% of the men in Arts and Letters who were sent a questionnaire returned it.

[b]The Engineering samples were selected from the combined population of men and women.

[c]The School of Management is included in Social Sciences and Administration both years.

[d]E.g., ad hoc, special major.

The Questionnaire

The 1972 and 1973 questionnaires consisted of 14 pages of multiple choice questions and were virtually identical. The only substantial revision was made in the questions concerning future life styles, where the content remained the same but the format was altered.

Other topics covered by the questionnaire include: experiences and problems encountered during college, assessment of courses and faculty, and plans and expectations.

Data Analysis

Each item was examined to determine whether men's and women's responses differed significantly from each other. Items were also analyzed to determine if the 1972 seniors' responses differed significantly from the responses of the 1973 seniors. Where appropriate, chi-square statistics were calculated for items with categorical responses, and *t* tests were employed with items answered on a continuum. The method of analysis and the statistically significant differences are reported in the tables and, where appropriate, in the text. If neither chi-square analysis nor *t* tests are mentioned, no statistical analysis was performed.

Presentation of Data

This report is based on the analysis of usable responses to the 1972 and 1973 Senior Survey questionnaires. The terms "respondents," "seniors," "students," and "sample" are used interchangeably and, unless otherwise indicated, refer to the Total Sample.

Tables are included to provide information additional to that in the text. Data are presented in the tables in one of three ways: frequencies, percentages, or means and standard deviations. In tables with mutually exclusive entries, percentages which do not add to 100 are due to non-responses and/or rounding error. In the tables are reported the method of comparison employed (if any) and any significant differences. Differences are termed "significant" when determined so by statistical tests. Differences which are apparent, but not statistically determined, are termed "notable" or "noticeable." The significance level of all statistical tests is .05.

The following symbols and abbreviations are used in the tables:

Mn	Men
Wn	Women
T	Total
M	Mean
SD	Standard Deviation
N	Number of cases
%	Percent, based on the Total Sample
†	Men and women differed significantly.
*	1972 and 1973 seniors differed significantly.

Sex, Age, Marital Status

The total sample was 41% women and 59% men. Eighty-one percent were between 20 and 22 years old when they completed the questionnaire, 12% were between 23 and 25, 4% reported being 26 to 30, and 4% were over 30.

Nearly three-fourths (71%) of the sample had never married and were not engaged. Fifteen percent of the sample were married and 14% were engaged. Three students were divorced, one was separated and none was widowed.

Table 2.1: DATE OF FIRST REGISTRATION AT SUNY/B

	1972 Seniors			1973 Seniors			Total	
MONTH	Year	N	%	Year	N	%	N	%
Prior to	1966	12	5%	1967	7	3%	19	4%
January	1966	-	-	1967	1	<1	1	<1
Summer	1966	-	-	1967	-	-	-	-
September	1966	5	2	1967	1	<1	6	1
January	1967	1	<1	1968	1	<1	2	<1
Summer	1967	1	<1	1968	1	<1	2	<1
September	1967	9	4	1968	13	6	22	5
January	1968	4	2	1969	1	<1	5	1
Summer	1968	7	3	1969	4	2	11	2
September	1968	123	51	1969	82	39	205	46
January	1969	5	2	1970	5	2	10	2
Summer	1969	1	<1	1970	5	2	6	1
September	1969	27	11	1970	32	15	59	13
January	1970	2	1	1971	6	3	8	2
Summer	1970	6	3	1971	6	3	12	3
September	1970	29	12	1971	39	19	69	15
January	1971	2	1	1972	2	1	4	1
Summer	1971	1	<1	1972	1	<1	2	<1
September	1971	5	2	1972	1	<1	6	1
TOTAL		240			209		449	

CHAPTER II

WHO THEY ARE

Student Registration, Classification

Fewer than half (46%) of the sample first registered at SUNY/B four years prior to their expected graduation, i.e. September 1968 for the 1972 seniors and September 1969 for the 1973 seniors (Table 2.1). Fifteen percent of the sample registered more than four years prior to their expected graduation, including 5% who registered more than six years earlier. Thirty-nine percent of the sample attended SUNY/B for less than four years.

There were significant differences between males and females regarding student classification at the time of their first registration at SUNY/B. Proportionally more women than men entered as freshmen through University College[1] (62% vs. 48%, respectively). Men were more likely than women were to have transferred into SUNY/B (46% vs. 32%). Five percent of the women and six percent of the men entered through Millard Fillmore College.[2]

Significant differences appeared between the 1972 and 1973 male seniors in the sample. The 1972 men were more likely to enter SUNY/B through University College than to transfer in; the ratio was about five to four. This trend was reversed among the 1973 men, with about five transfers to every four University College entrants.

The selected sample was defined as seniors who, at the time of their last registration, indicated that they expected to graduate the following spring. Eighty-four percent of the total sample reported that they would be graduating at the expected time. Nine percent indicated they would complete their baccalaureate the following summer. "Other" classifications were reported by 7%, most of whom expected to graduate sometime in the following year.

Nearly all respondents (95%) had most recently registered the previous January. Four percent had last registered the previous September.

Respondents were asked how many summers they had attended SUNY/B. Fifty percent had attended at least one summer: 31% attended one summer; 14%, two; 5%, three; and 1%, four summers.

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[1] The baccalaureate degree-granting body of the University, now entitled the Division of Undergraduate Studies.

[2] The adult evening and continuing education division of SUNY/B.

CHAPTER III

COLLEGE EXPERIENCES

Seniors were asked what benefits they derived, as well as what problems they had, during their college years.

Valuable Outcomes and Their Contributors

Students responded to a list of eight possible outcomes of college attendance in terms of how valuable each was to them. Their responses were on a four-point scale, from "not particularly valuable, but have experienced" through "of the utmost value." There was also an option for "have not experienced." *t* tests were performed to compare men's and women's and the 1972 and 1973 seniors' average values. Respondents also reported which college experiences, from a list of 17, had been the greatest contributor(s) to each outcome. For both outcomes and experiences, space was provided for "other" entries to be added by the respondents.

Outcomes. More than 96% of the sample had experienced all but one of the outcomes listed. The exception was preparation for a career, which only 90% experienced.

All eight of the outcomes were indicated, on the average, to be valuable to these seniors (Table 3.1). Seven percent added an "other" outcome; most of these involved changes in self or societal awareness.

Women placed a higher value than did men on understanding themselves, others, and their interaction with others. Specifically, the five outcomes which were valued significantly higher by women than by men were: increased openness to ideas and experiences, increased understanding of others, increased awareness of "who and what I am," increased openness and skill in interpersonal relationships, and development of a personal philosophy.

Contributors. Respondents were asked to indicate (in order of importance) which experiences, from a list of 17, contributed to each outcome. Only the first three were considered for analysis. In Table 3.2 are reported experiences that were indicated as one of the three most important contributors to an outcome by at least 10% of the sample.

Experiences reported by the highest frequencies of respondents to be important contributors were: courses and other academic experiences; friendships; informal, impromptu discussions; personal reading; and meeting people.

The atmosphere of the University and living away from parents were listed infrequently as contributors. Experiences mentioned by fewer than 10% of the sample as being contributors were: attendance at movies, plays, concerts, poetry readings, or lectures; visits to art galleries or museums; personal counseling, psychotherapy, T-groups or encounter groups; dates, parties, social life; independent study for academic credit; participation in rallies, marches or other demonstrations; heterosexual relationship(s); drugs; employment; and membership in student organizations. "Other" activities included: personal contemplation, a religious experience, and the respondent's life style.

Table 3.1: VALUE OF OUTCOMES OF COLLEGE ATTENDANCE

OUTCOME	Men M	Men SD	Women M	Women SD	Total M	Total SD
†Increased openness to ideas and experiences	3.09	.83	3.26	.72	3.16	.79
Increased knowledge					3.13	.79
†Increased understanding of others	2.97	.86	3.22	.75	3.07	.82
†Increased awareness of "who and what I am"	2.82	.91	3.17	.86	2.97	.91
Development of skills to critically analyze and synthesize ideas and issues					2.93	.82
†Increased openness and skill in interpersonal relationships	2.75	.91	3.11	.82	2.90	.89
†Development of a personal philosophy	2.81	.88	3.03	.83	2.90	.87
Preparation for a career					2.81	.97

Note.—Response scale: 1=not particularly valuable, but have experienced; 2=slightly valuable; 3=very valuable; 4=of the utmost value. Statistical differences between mean responses of the 1972 and 1973 seniors and of the sexes were analyzed by *t* tests.

†Men and women differed significantly.

Outcomes Expected to be Most Important. Students were asked which three, of the eight outcomes listed, they expected will, in general, be most important to them throughout their lives. They were asked to list them in decreasing order of importance.

Thirty percent of the sample expected that the single most important outcome of college attendance will be an increased awareness of "who and what I am" (Table 3.3). No more than 15% of the seniors expected any of the other outcomes to be the one most important in their lives.

Forty-four percent of the respondents expected that increased understanding of others would be among the three most important outcomes. Increased awareness of "who and what I am" and increased openness to ideas and experiences were both expected by over 40% of the seniors to be among the three most important outcomes of college attendance throughout their lives.

Table 3.2: IMPORTANCE OF VARIOUS EXPERIENCES IN CONTRIBUTING TO VALUABLE OUTCOMES OF COLLEGE ATTENDANCE

OUTCOME AND CONTRIBUTORS[a]	MOST Important	2nd MOST Important	3rd MOST Important	TOTAL
Increased openness to ideas and experiences				
Meeting people	16%	12%	5%	33%
Informal, impromptu discussions	14	8	6	28
Atmosphere of the University	15	8	4	27
Courses, other academic experiences	11	9	4	24
Increased knowledge				
Courses, other academic experiences	40	17	7	64
Personal reading	25	15	6	46
Increased understanding of others				
Friendships	28	21	6	55
Meeting people	34	16	5	55
Informal, impromptu discussions	7	7	10	24
Increased awareness of "who and what I am"				
Friendships	17	15	6	38
Meeting people	20	12	5	37
Living away from parents	14	7	4	25
Personal reading	11	3	3	17
Development of skills to critically analyze and synthesize ideas and issues				
Courses, other academic experiences	36	13	6	55
Personal reading	16	7	5	28
Informal, impromptu discussions	13	11	4	28
Increased openness and skill in interpersonal relationships				
Meeting people	30	13	6	49
Friendships	21	18	5	44
Informal, impromptu discussions	11	6	8	25
Development of a personal philosophy				
Personal reading	23	8	4	35
Meeting people	13	11	4	28
Informal, impromptu discussions	12	12	4	28
Friendships	13	9	5	27
Preparation for a career				
Courses, other academic experiences	46	10	4	60

[a] Outcomes are listed in decreasing order of importance attributed by the Total Sample.

Table 3.3: OUTCOMES EXPECTED TO BE MOST IMPORTANT

OUTCOME	MOST Important	2rd MOST Important	3rd MOST Important	TOTAL
Increased understanding of others	11%	20%	13%	44%
Increased awareness of "who and what I am"	30	7	5	42
Increased openness to ideas and experiences	9	15	17	41
Preparation for a career	14	8	13	35
Increased openness and skill in interpersonal relationships	7	15	11	33
Development of a personal philosophy	8	11	9	28
Development of skills to critically analyze and synthesize ideas and issues	6	8	14	28
Increased knowledge	7	8	11	26

Problems

Thirteen potential problem areas were listed on the questionnaire. Seniors reported the relative amount of concern they had experienced in each area during their college years (Table 3.4). Respondents chose one of four options to describe their amount of concern, from "This area caused me a great amount of concern, and I have not resolved my problem" to "This area has not been a problem for me." Comparisons between sexes and between 1972 and 1973 seniors were made by computing chi-square statistics.

The two areas which caused the greatest amounts of concern were: choice of vocation and personal meaning and identity. Each had caused a great amount of concern for nearly half the sample, and about a fourth of the seniors had still not resolved their problems in these two areas. Choice of major, finances, and study habits were serious problems for about 30% of the students. The problem of choosing a major had, of course, been resolved by nearly all the respondents. Half of those who had serious problems with finances or study habits had not resolved their problem.

Some of the areas listed had not been a source of concern for the majority of these seniors. Seventy percent of the sample indicated that religious beliefs had not been a problem for them; 59% expressed a similar opinion concerning their home life and relationship with their spouse. (Of course, only 15% were married and 1% divorced. Moreover, 33% did not respond to this problem area.) More than half the sample indicated no problem with developing and maintaining friendships or with military service.

Women had experienced significantly more concern with their home life and relationships with their parents than men had. This area had caused a great amount of concern for 30% of the women; about 11% had still not resolved these problems. In contrast, home life and parents had not been a problem at all for 54% of the men. Women also expressed significantly more concern than men did with their personal development. Similar percentages of both sexes (nearly a fourth) said their concern with personal meaning and identity was still unresolved. More women than men (30% vs. 18%, respectively), however, had experienced a great amount of concern but had resolved their problem. Personal characteristics were of great concern for 33% of the women, compared with 20% of the men.

A result of the winding down of the Vietnam conflict and the subsequent decision to discontinue the draft is evident in the data. Significant differences existed between the patterns of responses for the two groups of males. Thirty-five percent of the 1972 men expressed great concern, compared with 18% of the 1973 men. Most men in both groups had resolved their problem. Obviously, women's and men's responses to the military differed significantly, with only 1% of the women reporting this as a problem area.

Table 3.4: PROBLEM AREAS AND INTENSITY OF CONCERN

PROBLEM AREA		Intensity[a] Great Concern, Unresolved	Great Concern, Resolved	Some Concern	Not a Problem
Choice of vocation		25%	21%	23%	30%
†Personal meaning and identity	Mn	22	18	30	31
	Wn	23	30	23	24
Finances		17	17	35	32
Choice of major		3	26	27	44
Study habits		13	13	43	31
†Personal characteristics	Mn	10	10	43	36
	Wn	18	20	39	28
†Home life, relationship with parents	Mn	10	10	26	54
	Wn	11	19	32	38
Relationships with members of other sex		13	10	33	44
Intellectual ability		8	11	39	42
*†Military service	Wn	1	–	–	88
	1972 Mn	8	27	10	54
	1973 Mn	2	16	20	62
Developing and maintaining friendships		7	8	34	51
Religious beliefs		9	6	15	70
Home life, relationship with spouse		1	3	4	59

[a]The following statements describe intensity:

Great Concern, Unresolved = This area caused me a GREAT amount of CONCERN, and I have not resolved my problem.

Great Concern, Resolved = This area caused me a GREAT amount of CONCERN, but I have resolved my problem.

Some Concern = This area caused me SOME CONCERN, but I do not consider it a very great difficulty.

Not a Problem = This area has NOT been a PROBLEM for me.

†Men and women differed significantly.

*1972 and 1973 men differed significantly.

Note.—Statistical differences between responses of the sexes and of the 1972 and 1973 seniors were analyzed by chi-square.

CHAPTER IV

PERCEPTIONS AND EVALUATIONS OF SUNY/B

Respondents were asked to report some of their perceptions of their faculty and courses at SUNY/B.

Faculty

Students indicated the proportion of their SUNY/B teachers for whom each of 19 statements describing faculty behavior were true. Ten of the statements described positive behavior, and nine, negative behavior.[1] Responses were made from a five-point scale, i.e., true for no faculty, true for a few faculty, true for about half the faculty, true for most faculty, or true for all faculty. Students used the same list of behaviors to describe two groups of faculty - those in their major department, and all other teachers they have had at SUNY/B. The 1972 and 1973 seniors' and the sexes' mean responses were compared by *t* tests.

Major Faculty. Respondents expressed a favorable opinion of the faculty in their major fields. On the average, they reported that more than half their major faculty exhibited positive behaviors, while fewer than half exhibited negative behaviors (Table 4.1).

The positive opinion that was reported true for the largest proportion of faculty was that they know their material well. Large proportions of the faculty were said to express concern and dedication to their professional area. The positive characteristic which was attributed to the fewest faculty was that they consider student opinion in determining class objectives and procedures.

On three of the ten positive characteristics, women had more favorable perceptions than men did. Compared with men, women said that more of their major faculty expressed concern and dedication to their professional area, related material to contemporary life, and were dynamic and enthusiastic about the subject they teach. These are not necessarily different perceptions of the same faculty since there were significant differences by sex in enrollment in the various faculties (see Table 6.5).

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[1]See Faulman, J. 70 *Senior Survey*. SUNY/B: Student Testing and Research Center, p. 34, for a description of how each statement was classified.

Table 4.1: CHARACTERISTICS OF MAJOR FACULTY

CHARACTERISTICS	M	SD
Positive		
Know their material well	4.16	.85
†Express concern and dedication to their professional area[α]	3.98	.92
Give students ample opportunity to participate in discussions, ask questions, and express points of view	3.85	.91
Grade fairly	3.83	.81
Give out-of-class assignments that are reasonable in length	3.81	.88
Give examinations that cover a fair sample of the course content	3.75	.93
Communicate their knowledge to students skillfully	3.45	.86
†Are dynamic and enthusiastic about the subject they teach[β]	3.39	1.01
†Relate material to contemporary life[γ]	3.22	1.12
Consider student opinion in determining class objectives and procedures	2.91	1.08
Negative		
†Treat students impersonally[δ]	2.35	.94
Make insufficient distinction between major ideas and less important details	2.29	.88
†Avoid contact with students outside the classroom[ε]	2.19	1.02
Require students to buy books that are seldom referred to throughout the course	2.07	.91
Give disorganized, superficial, or imprecise treatment of their material	2.02	.73
Don't seem to care whether class material is understood or not	1.94	.87
Discourage students from approaching them	1.82	.81
†Criticize or embarrass students in the classroom[ζ]	1.75	.73
Give assignments that are irrelevant to the course	1.60	.77

Note.--Response scale: 1=true for no faculty; 2=true for a few faculty; 3=true for about half the faculty; 4=true for most faculty; 5=true for all faculty. Statistical differences between mean responses of the sexes and of the 1972 and 1973 seniors were analyzed by *t* tests.

†Men and women differed significantly.
[α]Women: M=4.08, SD=.92; Men: M=3.91, SD=.92.
[β]Women: M=3.51, SD=.99; Men: M=3.30, SD=1.00.
[γ]Women: M=3.44, SD=1.10; Men: M=3.07, SD=1.10.
[δ]Men: M=2.42, SD=.96; Women: M=2.24, SD=.90.
[ε]Men: M=2.27, SD=1.04; Women: M=2.07, SD=.97.
[ζ]Women: M=1.84, SD=.77; Men: M=1.69, SD=.70.

Few teachers were said to give assignments that are irrelevant to the course or to criticize or embarrass students in the classroom. The negative opinion which was reported true for the largest proportion of major faculty was that they treat students impersonally. Men differed significantly from women in their opinion of three negative characteristics of their faculty. Men attributed to a significantly higher proportion of their major faculty the following: they treat students impersonally, and they avoid contact with students outside of class. Women indicated that a higher proportion of faculty criticize or embarrass students in the classroom.

Non-Major Faculty. Opinion about non-major faculty was also positive, but slightly less so than opinion about major faculty (Table 4.2). The positive statements reported to be true for the greatest proportion of non-major faculty were that they know their material well, give out-of-class assignments that are reasonable in length, and grade fairly. There were sex differences on two of the positive characteristics and year differences on four. Women attributed to a significantly higher proportion of their non-major faculty the characteristics of being dynamic and enthusiastic about the subject they teach, and relating material to contemporary life. Compared with the 1972 group, the 1973 seniors attributed to a significantly higher proportion of their non-major faculty the following: communicate their knowledge to students skillfully, are dynamic and enthusiastic about the subject they teach, relate material to contemporary life, and consider student opinion in determining class objectives and procedures.

Respondents reported that about half their non-major faculty treat students impersonally and avoid contact with them outside of the classroom. Few faculty were said to give irrelevant assignments or to criticize or embarrass students in class.

There were significant differences between the 1972 and 1973 groups for six of the nine negative characteristics of non-faculty. In all six cases, the 1973 group reported these negative characteristics to apply to a smaller proportion of their faculty than the 1972 group did. In terms of both positive and negative behavior, the 1973 seniors were consistently more favorable toward their non-major faculty than the 1972 seniors were.

Courses

Ten possible effects of courses were listed. The students indicated how beneficial their courses had been in each area (Table 4.3). Responses were made on a three-point scale: of no benefit, of some benefit, or very beneficial.

Courses were most beneficial in exposing these seniors to new ideas and experiences and in helping them to grow intellectually. On the other extreme, seniors viewed their courses as being of only limited benefit in preparing them for family responsibilities and relationships, and for responsible citizenship.

Table 4.2: CHARACTERISTICS OF NON-MAJOR FACULTY

CHARACTERISTICS	1972 M	1972 SD	1973 M	1973 SD	TOTAL M	TOTAL SD
Positive						
Know their material well					3.82	.77
Give out-of-class assignments that are reasonable in length					3.78	.80
Grade fairly					3.75	.73
Give examinations that cover a fair sample of the course content					3.70	.84
Express concern and dedication to their professional area					3.64	.85
Give students ample opportunity to participate in discussions, ask questions, and express points of view					3.51	.88
*Communicate their knowledge to students skillfully	3.20	.78	3.39	.74	3.28	.76
†*Are dynamic and enthusiastic about the subject they teach[α]	3.04	.82	3.28	.83	3.16	.84
†*Relate material to contemporary life[β]	2.97	.92	3.23	.91	3.08	.92
*Consider student opinion in determining class objectives and procedures	2.62	.86	2.82	.91	2.71	.89
Negative						
*Treat students impersonally	2.78	.85	2.60	.87	2.70	.86
*Avoid contact with students outside the classroom	2.67	1.08	2.47	.94	2.58	1.02
*Make insufficient distinction between major ideas and less important details	2.47	.77	2.29	.73	2.39	.76
Require students to buy books that are seldom referred to throughout the course					2.36	.89
*Don't seem to care whether class material is understood or not	2.34	.82	2.18	.79	2.27	.81
*Give disorganized, superficial, or imprecise treatment of their material	2.28	.65	2.11	.71	2.20	.68
Discourage students from approaching them					2.14	.81
*Give assignments that are irrelevant to the course	1.92	.86	1.68	.73	1.82	.82
Criticize or embarrass students in the classroom					1.77	.68

Note.—Response scale: 1=true for no faculty; 2=true for a few faculty; 3=true for about half the faculty; 4=true for most faculty; 5=true for all faculty. Statistical differences between mean responses of the sexes and of the 1972 and 1973 seniors were analyzed by *t* tests.

†Men and women differed significantly.
*1972 and 1973 seniors differed significantly.

[α]Women: M=3.25, SD=.78; Men: M=3.09, SD=.87.
[β]Women: M=3.28, SD=.85; Men: M=2.95, SD=.94.

Table 4.3: BENEFIT OF COURSES IN LISTED AREAS

AREA	M	SD
Exposure to new ideas and experiences	2.47	.56
†Intellectual growth[α]	2.44	.59
Preparation for graduate or professional school	2.20	.69
†Personal growth[β]	2.10	.62
Vocational preparation	2.08	.74
Meeting people who have become important to me	2.02	.74
Development of a vocational preference	1.98	.77
Learning for the joy of it	1.97	.63
Preparation to be a responsible citizen	1.62	.67
Preparation for family responsibilities and relationships	1.43	.63

Note.--Response scale: 1 = Courses were of no benefit; 2 = Courses were of some benefit; 3 = Courses were very beneficial. Statistical differences between mean responses of the sexes and of the 1972 and 1973 seniors were analyzed by *t* tests.

†Men and women differed significantly.

[α]Men: M = 2.50, SD = .59; Women: M = 2.36, SD = .58.

[β]Women: M = 2.17, SD = .65; Men: M = 2.05, SD = .59.

Men and women differed significantly in reporting how important their courses were to them in aiding their growth. Their courses were more beneficial to men than to women in contributing to intellectual growth. Conversely, their courses provided more benefit to women than to men in aiding personal growth.

These seniors were asked to consider the impact of their courses relative to the rest of their experiences at SUNY/B. Most students (65%) chose the middle ground, claiming that their courses were one of many important experiences. Fifteen percent reported that courses had the biggest impact of all experiences, whereas 20% replied that courses were relatively unimportant in the total experience.

CHAPTER V

THE IDEAL UNIVERSITY

Twenty possible functions of a university were listed. Seniors indicated how important the presence of each is to the ideal university (Table 5.1). Responses were made on a five-point scale: objectionable, unnecessary, neutral, preferable, or essential. Comparisons of the sexes' and 1972 and 1973 seniors' responses were made by *t* tests.

The function reported to be the most important to an ideal university emphasized traditional, intellectual aspects, i.e., a university should seek and discover new knowledge. The function which ranked third in importance emphasized the same aspect: a university should impart existing knowledge. Functions ranked second and fourth had a more personal-social orientation. Students felt a university should encourage each student to develop his or her personal standards and values and that it should examine existing values, attitudes, and modes of thinking. They also thought it preferable or essential that a university promote involvement in extra-university concerns, particularly emphasizing involvement in the local community.

Three functions were of noticeably less importance than were the others: a university should prepare students for family responsibilities and relationships, transmit society's current values and institutions, and be a sanctuary from the rest of society.

Eight of the 20 functions differed significantly in the responses given by male and female seniors. Transmitting society's current values and institutions was of more importance to men than to women. Seven functions considered more important by females than by males were: encourage each student to develop his or her personal standards and values; impart existing knowledge; examine existing values, attitudes, and modes of thinking; promote knowledge and interest in world-wide concerns; provide vocational training; provide heterogenity within the university population with respect to socio-economic status, sex, race, age and beliefs; and be a microcosm of society.

Responses given by the 1972 and 1973 seniors differed regarding three functions. Transmitting society's current values and institutions and preparing students for family responsibilities and relationships were indicated to be of more importance to the 1973 seniors than to the 1972 seniors. The 1972 seniors regarded leading in initiating changes in society as a more important function than did the 1973 seniors.

Seven of the twenty functions may be said to describe a university's direct, intentional influences on its students. They are listed in Table 5.2. The remaining functions seem less personal, and their effect on students could be expected to be only indirect. The rank order of these seven selected functions suggests that these students feel a university should have a more direct influence on some aspects of their lives than on others. They felt that a university should indeed encourage the development of personal standards and of knowledge and interest in the world.

FUNCTION	Men M	Men SD	Women M	Women SD	Total M	Total SD
Seek and discover new knowledge					4.73	.55
†Encourage each student to develop his or her personal standards and values	4.52	.70	4.69	.58	4.59	.66
†Impart existing knowledge	4.42	.78	4.67	.60	4.52	.72
†Examine existing values, attitudes, and modes of thinking	4.39	.73	4.60	.66	4.47	.71
Provide continuing education services for the community					4.42	.69
Provide intellectual and aesthetic stimulation for the surrounding local community					4.32	.68
†Promote knowledge and interest in world-wide concerns	4.22	.71	4.42	.69	4.30	.71
Be closely involved with the surrounding local community					4.28	.78
Prepare students for community involvement					4.15	.80
†Provide vocational training	4.00	.93	4.21	.85	4.09	.90
†Provide heterogeneity within the university population with respect to socio-economic status, sex, race, age, beliefs	3.92	1.01	4.18	1.06	4.03	1.04
*Lead in initiating changes in society[α]					3.95	.94
Prepare students to be leaders					3.79	.98
Develop and foster students' capacities for close personal relationships					3.71	.91
Emphasize research activities					3.67	1.06
†Be a microcosm of society	3.45	1.16	3.67	1.08	3.54	1.13
Concentrate on teaching services					3.46	1.05
*Prepare students for family responsibilities and relationships[β]					3.17	.98
*†Transmit society's current values and institutions[γ]	2.84	1.16	2.58	1.28	2.73	1.21
Be a sanctuary from the rest of society					1.92	1.11

Note.--Response scale: 1=objectionable; 2=unnecessary; 3=neutral; 4=preferable; 5=essential. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

†Men and women differed significantly.
*1972 and 1973 seniors differed significantly.
[α]1972:M=4.04, SD=.92; 1973: M=3.85, SD=.95.
[β]1973: M=3.28, SD=.91; 1972: M=3.09, SD=1.02.
[γ]1973: M=2.85, SD=1.11; 1972: M=2.62, SD=1.28.

It was less important, however, for the university to prepare students to be leaders, to develop and foster their capacities for close personal relationships, and to prepare them for family life.

Principal components factor analysis with varimax rotation was performed on the responses to the items concerning the functions of an ideal university. The first and major factor, labeled general community involvement, is composed primarily of the following functions (Table 5.3): provide intellectual and aesthetic stimulation for the surrounding local community, be closely involved with the surrounding local community, provide continuing education services for the community, prepare students for community involvement, provide vocational training.

This result may be interpreted variously. The psychological meaningfulness of the factor label chosen, general community involvement, should be interpreted within the context of the comprising functions. Clearly, the ideal university is not expected to be an ivory tower set apart from the world, but should be actively involved in the community, providing inspiration and service.

Table 5.2: SEVEN SELECTED FUNCTIONS OF AN IDEAL UNIVERSITY[a]

FUNCTION	Men M	Men SD	Women M	Women SD	Total M	Total SD	Rank[b]
†Encourage each student to develop his or her personal standards and values	4.52	.70	4.69	.58	4.59	.66	2
†Promote knowledge and interest in world-wide concerns	4.2[illegible]	.71	4.42	.69	4.30	.71	7
Prepare students for community involvement					4.15	.80	9
†Provide vocational training	4.00	.93	4.21	.85	4.09	.90	10
Prepare students to be leaders					3.79	.98	13
Develop and foster students' capacities for close personal relationships					3.71	.91	14
*Prepare students for family responsibilities and relationships[a]					3.17	.98	18

[a] The functions suggest a university's more specific, personal influence on its students than the remaining functions do.

[b] Rank is in terms of relative importance: Rank 1=most important, Rank 20=least important.

†Men and women differed significantly.

*1972 and 1973 seniors differed significantly.

[a] 1973: M=3.28, SD=.91; 1972: M=3.09, SD=1.02.

Table 5.3: THE GENERAL COMMUNITY INVOLVEMENT FACTOR

FUNCTION	Factor Loading[a]	M	SD
Provide intellectual and aesthetic stimulation for the surrounding local community	.75	4.32	.68
Be closely involved with the surrounding local community	.74	4.28	.78
Provide continuing education services for the community	.71	4.42	.69
Prepare students for community involvement	.61	4.15	.80
†Provide vocational training[α]	.57	4.09	.90

Note.--Response scale for the question: 1=objectionable; 2=unnecessary; 3=neutral; 4=preferable; 5=essential. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

[a]The factor loading represents the importance of the variable to the factor, the highest loading being the most important.

†Men and women differed significantly.

[α]Women: M=4.21, SD=.85; Men: M=4.00, SD=.93.

CHAPTER VI

EDUCATIONAL, CURRICULAR, AND CAREER PLANS

Educational, curricular, and career plans were reported by the respondents. In each of these areas, students reported both their freshmen and senior year plans, and they answered questions about their decisions. They also reported how important various characteristics of a job or career would be to them.

Educational Plans

When they entered college (either SUNY/B or elsewhere), slightly over half the sample (52%) expected that their highest degree would be a baccalaureate (Table 6.1). Fewer than a fifth expected a masters degree (17%) or doctorate (12%). Nine percent expected an MD or DDS, and 5%, a law degree. Three percent expected an associate degree and 1% sought no degree. Two percent chose the option "other," for which they specified that they either did not have any degree plans then or could not remember them.

The distribution of educational aspirations shifted upward between the freshman and senior years. This change was most obvious in the baccalaureate and masters degree plans. The percentage expecting at most a baccalaureate dropped from 52% as freshmen to 21% as seniors, while the percentage expecting at most a masters degree increased from 17% to 43%. Changes in the other categories were minimal. Aspirants to a doctorate increased to 14%; to a medical or dental degree, remained the same (9%); and to a law degree, increased to 8%. Five percent were either undecided about the highest degree they would attain, or expected double degrees (e.g., both a masters and a law degree).

The sexes differed significantly (chi-square) in their current degree expectations. Although roughly equivalent in baccalaureate expectations (20% for males and 22% for females), advanced degree expectations revealed differences. Fifty-four percent of the women expected to attain at most a masters, compared with 35% of the men. Similar percentages of men and women (15% and 13%, respectively) expected a doctorate. Men outreached women in their expectations of MD or DDS (13% vs. 4%) and law (11% vs. 3%) degrees.

For an analysis of individuals' expectations, degree plans were classified into three levels: (a) baccalaureate, (b) masters, and (c) doctorate or professional (i.e., MD or DDS or law). Each student's initially expected degree was compared with her or his currently expected degree in terms of the three levels. Nearly half the sample (46%) maintained their initial level of expectation. Slightly fewer (41%) raised their level of degree aspiration. Only 11% had current degree expectations which were lower than their initial expectations.

In addition to their degree aspirations, students were asked whether they had plans for any formal education (either for a degree or not) beyond the baccalaureate. Although 21% stated that they expected at most a bachelors degree, only 4% reported that they planned no further formal education; 14% said they were currently undecided. Seventeen percent planned to take courses relevant to their career, but did not know whether or not they would pursue an advanced degree, and 2% planned to take courses for their personal (not career) interest only, without plans for an advanced degree.

Nearly two-thirds of the sample (63%) said their plans were to pursue an advanced degree. Most of these students (39% of the sample) planned to begin during the next school year. Most also planned to attend full-time (39%). Fifteen percent of the sample planned to begin more than a year after receiving the baccalaureate; 9% did not know when they would begin. Ten percent planned to be part-time students and 14% did not know whether they would attend part-time or full-time. Only 13% of the sample planned to attend SUNY/B's graduate or professional schools. About a fourth (24%) planned to attend a different institution, while another fourth (27%) did not know where they would attend.

Women expected to attain their advanced degrees in significantly less time than men did. (Women were also significantly more likely to expect to attain at most a masters degree, while men were more likely to expect a doctorate or professional degree.) More than a fourth of the women (27%, compared with 17% of the men) expected to complete their advanced degree within two years after they begin working toward it. Men, more than women, expected to spend three to four years in their pursuit (31% and 21%, respectively). About 6% of each sex expected it would take at least five years to finish, and about 9% said they didn't know.

Major Field

Over half the seniors (56%) stated that they had chosen a major before entering college. Thirteen percent initially decided upon a major in their freshman year of college or the following summer, 23% decided in their sophomore year or the following summer, 7% made their initial choice in their junior year or the following summer, and 1% waited until their senior year before initially choosing a major.

Students reported what their first major was. These initial majors (whenever and wherever made) were unevenly distributed among categories describing SUNY/B's six undergraduate Faculties (see Table 6.5): Social Sciences and Administration (27%), Natural Sciences and Mathematics (20%), Engineering and Applied Sciences (16%), Arts and Letters (13%), Health Sciences (13%), and Educational Studies (6%). Five percent initially chose a double, special, or other major.

There were significant differences among the Faculties initially chosen by women and men. Larger percentages of men than of women were in Engineering and Applied Sciences (25% to 2%) and Social Sciences and Administration (30% to 22%), while women proportionally outnumbered men in Health Sciences (21% to 7%), Arts and Letters (19% to 8%), and Educational Studies (10% to 3%). About 20% of each sex were in Natural Sciences.

Eight reasons for which one might choose a major were listed on the questionnaire. Respondents reported the degree of importance of each in deciding upon their first major (Table 6.2). Responses were on a three-point scale: not important, not applicable; somewhat important; or very important. An option of "other" was included, which they were asked to specify. The 1972 and 1973 seniors' and the sexes' responses were compared by *t* tests.

The reason which was attributed greatest importance in deciding upon their first major was an interest in the area. It was also important that the respondents thought they could do well in that major and that the major was relevant to their career plans. Of relative unimportance or applicability were parental encouragement and having friends in the same major. Men and women differed significantly on four of the eight reasons. Women placed more importance than did men on the following reasons: interest in the area, thinking they could do well in it, and wanting an intellectual challenge. Men placed more importance than women did on having a friend majoring in that area. The "other" option was specified by 10% of the sample. These reasons included the availability of jobs in the area and having experience in it.

About half of the sample (48%) said they changed their major after making an initial choice. Thirty-two percent did so only once. Ten percent changed their majors twice, and 5% did so more than twice.

Ten reasons for which one might decide to change majors were listed, and respondents who changed reported the importance of each to their decision (Table 6.3). Responses were on a three-point scale: not important or not applicable, somewhat important, or very important. An option of "other" was included which they were asked to specify. The groups' and sexes' responses were compared by *t* tests.

The reasons for change rated most important were those concerned with formation of more definite interests and selecting a major in line with these interests. The urging of friends and the advice of a University College or department advisor were viewed as having little importance or applicability. Fourteen percent of those who changed majors (7% of the sample) specified the "other" option; some of the reasons given included future job prospects or the availability or requirement of certain courses.

Over a third of the respondents (37%) had current majors in the Faculty of Social Sciences and Administration, compared with 27% of the initial choices (see Table 6.5). Very slight increases were shown in the Faculties of Arts and Letters (13% to 14%) and Educational Studies (6% to 7%). Enrollment of these students in Engineering and Applied Sciences and in Natural Sciences and Mathematics decreased (16% to 10% and 20% to 14%, respectively). The percent in the Faculty of Health Sciences (13%) and the percent having a double, special, or other major (5%) remained the same.

Table 6.1: INITIAL AND CURRENT DEGREE EXPECTATIONS

DEGREE	Initial	Current†		
	T	Mn	Wn	T
Baccalaureate	52%	20%	22%	21%
Masters	17	35	54	43
Doctorate	12	15	13	14
MD or DDS	9	13	4	9
Law Degree	5	11	3	8
Associate[a]	3			
None[a]	1			
Other	2	6	3	5

†Men and women differed significantly in their current degree expectations (chi-square significant at .05 level).

[a]The options "associate" and "none" were not included as current expectations.

Table 6.2: IMPORTANCE OF REASONS FOR CHOOSING FIRST MAJOR

REASON	Men		Women		Total	
	M	SD	M	SD	M	SD
†I was interested in the area.	2.68	.54	2.83	.42	2.75	.50
†I thought I could do well in it.	2.43	.66	2.61	.61	2.50	.64
It was relevant to my career plans.					2.32	.76
Courses in that area had been easy for me.					1.91	.81
†*I wanted an intellectual challenge.	1.75	.72	1.94	.79	1.83	.75
I admired someone who was in the area.					1.49	.73
My parents encouraged me to major in it.					1.30	.60
†I had friends who were majoring in it.	1.29	.55	1.17	.42	1.24	.50

Note.—Responses scale: 1=not important, not applicable; 2=somewhat important; 3=very important. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

†Men and women differed significantly.

*1973 women (M=2.12, SD=.82) differed significantly from 1972 women (M=1.82, SD=.79).

Table 6.3: IMPORTANCE OF REASONS FOR CHANGING MAJOR

REASON	M	SD
My current choice is more in line with my interests.	2.61	.61
My initial choice was not as interesting as I had expected.	2.24	.82
My current major is more useful to my career plans.	2.23	.87
My interests became more crystalized.	2.15	.80
I became interested in my current choice through a course in that department.	1.94	.88
I wanted a greater intellectual challenge than my first choice provided.	1.67	.81
*I became interested in my current choice through a teacher in that department.	1.63	.83
The work in my first major was too difficult.	1.58	.76
Friends urged me to change.	1.12	.41
I was advised by my University College or department advisor to change.	1.09	.34

Note.—Response scale: 1=not important, not applicable; 2=somewhat important; 3=very important. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

*1973 women (M=1.77, SD=.79) and 1972 women (M=1.56, SD=1.01) differed significantly.

Men's and women's current major choices were distributed significantly differently among the Faculties. In percentages, males again dominated Engineering and Applied Sciences (17% to none) and Social Sciences and Administration (44% to 26%). Larger percentages of females were in the Faculties of: Arts and Letters (23% to 8%), Health Sciences (20% to 8%) and Educational Studies (11% to 5%). Natural Sciences and Mathematics again contained similar percentages of women and men (14%).

The migration of men and women among the Faculties served to reinforce the initial sex distributions in each. For example, the ratio of the percent of women to the percent of men who initially chose a major in the Faculty of Arts and Letters was 2.4 to 1, while the final percentage ratio in that Faculty was 2.9 to 1.

Four possible reasons for maintaining current majors were listed. The respondents reported the degree of importance (i.e., not important, somewhat important, or very important) of each of these reasons in maintaining their current major (Table 6.4). Comparisons were made by *t* tests.

Of most importance in maintaining their current major was a decided interest in the area. Women and men differed significantly on this reason, women attributing more importance to it. Its relevance to career plans was also a very important reason for maintaining current majors. Five percent of the sample specified the "other" option; examples of those reasons specified were that it was easy, or they'd always liked it.

These seniors were asked: "If you could begin college again as a freshman, what would you major in?" For the most part, these preferred major field choices were distributed among the Faculties similarly to their current majors (see Table 6.5). The most radical difference was reported by men in Social Sciences. Although 44% of the men were graduating from a department in that Faculty, only 25% said they would begin again with that kind of major. The percent choosing a double, special or other major increased from 5% to 19%; most often an "other" choice was one not offered at SUNY/B. Three percent were undecided about what they would major in if given another start.

As with their initial and current choices, men's and women's preferred choices differed significantly. Proportionally more women than men would still enter Arts and Letters, Education, or Health Sciences, and men would choose Engineering, while women would not. Similar percentages of each sex would choose a natural (11%) or social (24%) science or a double, special, or other major (19%).

Table 6.4: IMPORTANCE OF REASONS FOR MAINTAINING CURRENT MAJOR

REASON	M	SD
†I am very interested in the area.[α]	2.59	.60
It is relevant to my career plans.	2.46	.74
*There is nothing else I would rather major in.	2.14	.82
A change would delay graduation.	1.80	.88

Note.—Response scale: 1=not important, not applicable; 2=somewhat important; 3=very important. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

†Men and Women differed significantly.

*1973 Women (M=2.26, SD=.85) and 1972 Women (M=2.07, SD=.80) differed significantly.

αWomen: M=2.69, SD=.52; Men: M=2.52, SD=.64.

The three major field choices (initial, current, and preferred) of each student were examined. Choices were classified by both department and Faculty, and comparisons were made in both classifications. Not surprisingly, the largest disparities were between initial and preferred choices; 53% of the sample had a preferred choice which was in a department different from their initial choice, and 51% had initial and preferred choices which were in different Faculties.

Comparison of current and preferred majors revealed that nearly half (47%) would choose their current major if they could begin college again as a freshman. An additional 10% reported more than one major preference, which included their current major. Thirty-five percent said they would make a choice different from their current major, and 5% listed more than one preferred choice, neither of which included their current major. Even though some seniors would switch departments, most (61%) would prefer a major in their current Faculty.

In comparing initial and current choices, many of the students who changed majors remained in the Faculty of their initial choice; though 48% changed departments, only 34% changed Faculties.

Table 6.5: FACULTIES OF INITIAL, CURRENT, AND PREFERRED MAJOR FIELDS

FACULTY	Initial†			Current†			Preferred†[a]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Arts and Letters	8%	19%	13%	8%	23%	14%	9%	16%	12%
Educational Studies	3	10	6	5	11	7	3	9	6
Engineering & Applied Sciences	25	2	16	17	-	10	14	-	8
Health Sciences	7	21	13	8	20	13	8	18	12
Natural Sciences & Mathematics	21	19	20	14	14	14	12	11	11
Social Sciences & Administration	30	22	27	44	26	37	25	23	24
Double, Special or Other	5	5	5	4	6	5	21	16	19
Undecided							4	2	3

[a]Respondents were asked: "If you could begin college again as a freshman, what would you major in?"

†The distributions of men and women among the Faculties differed significantly (chi-square significant at .05 level).

The respondents who had advanced degree plans (63% of the sample) were asked to compare their undergraduate and planned graduate major fields. Slightly more than a fifth of the sample (21%) planned to continue in the same major in graduate school as they had as undergraduates. Nearly another fifth (17%) planned a major which was in the same academic area, though in a different department. Seven percent chose a major in a different area, and 3% had not yet decided on a graduate major. Fourteen percent of the sample expected to pursue a professional degree and thus could not compare their undergraduate and graduate majors.

The sexes differed significantly in their comparison of their undergraduate and graduate major fields. Women were more likely than men were to have a graduate major in a different department but the same academic area as their undergraduate choice (22% of the women, 13% of the men). Men were more likely than women were to plan pursuit of a professional degree (20% of the men vs. 7% of the women). Percentage differences on the remaining options were less than 4%. These sex differences parallel their differences in degree expectations; more men than women expected to earn a professional degree, while women were more likely than men were to aspire to a masters degree.

Career Plans

Respondents indicated both their initial and current career choices. These were then coded, using a list of 86 career fields, a code for undecided, and a code for responses which were otherwise uncodable. The 86 career choices were classified into Holland's six types.[1] These categories are:

Realistic (technical, skilled, and laboring occupations)
Investigative (scientific occupations)
Artistic (artistic, literary, and musical occupations)
Social (educational and social welfare occupations)
Enterprising (sales and managerial occupations)
Conventional (office and clerical occupations)

Fifty-nine percent of the sample had a career choice when they began college (either at SUNY/B or elsewhere). Eight percent made their initial choice in their freshman year of college (or the following summer), 11% decided initially in their sophomore year (or summer following), 10% made their first choice during their junior year (or the following summer), and 6% chose a career in their senior year.

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[1] Occupations were classified according to: Holland, John L., et. al., *A Psychological Classification of Occupations*. Center for the Study of Social Organization of Schools, Report No. 90. Baltimore, Maryland: The Johns Hopkins University, November 1970.

More than two-thirds of the initial career choices (wherever and whenever they were made) were in the Investigative (39%) and Social (32%) categories (see Table 6.7). Substantially fewer students had made choices in the other categories: Enterprising (11%), Artistic (5%), Conventional (2%) and Realistic (2%). Two percent had "other" choices, and 3% said their initial choice was to be undecided.

Men's and women's initial career choices differed significantly, most noticeably in the two largest categories. A majority of men (53%) had a first choice in the Investigative category, compared with 19% of the women. A majority of women (56%) first chose a Social career, compared to 15% of the men. Enterprising careers were initially chosen by proportionally more men than women (16% and 4%, respectively), while a higher proportion of women than men (9% vs. 3%) had an Artistic choice.

Seven possible reasons for choosing a career were listed. The respondents reported the importance of each in making their first career choice (Table 6.6). Responses were again on a three-point scale, i.e., each was: not important or not applicable, somewhat important, or very important. An "other" option was included. The 1972 and 1973 seniors' and the sexes' responses were compared by t tests.

The reason which was considered by this group of seniors to be most important in making their first career choice was clearly the belief that it would fulfill their interests. Also of importance was a belief that they had a special aptitude for that career. The remaining reasons listed were of noticeably less importance or applicability. Men and women differed significantly on three of the seven reasons. Men placed more importance on knowing someone in the vocation and on socioeconomic status. Eight percent of the sample specified the "other" option; some of these said they had had experience in the field, or they thought they could fulfill a particular desire by entering that field.

Fewer than half the seniors (44%) reported that their current career choice was different from their initial choice. Significantly more men (47%) than women (38%) had changed their career plans. The largest change in the distribution of choices (Table 6.7) was in the Investigative category, which dropped from 39% of the initial choices to 29% of the current choices. None of the other changes exceeds 4%. Although currently only 6%, it is interesting that the proportion of students undecided about their career doubled.

The distributions of women's and men's current career choices differed significantly across the six Holland types. Differences were similar to the initial differences: proportionally more women than men made Social or Artistic choices, while the reverse was true of Investigative and Enterprising choices.

Nine reasons for career changes were given. The respondents indicated the importance of each in their decision to change their career choice (Table 6.8). Responses were on a three-point scale: not important or not applicable, somewhat important, or very important. An "other" option was included. The groups' and sexes' responses were compared by t tests.

Table 6.6: IMPORTANCE OF REASONS FOR MAKING FIRST CAREER CHOICE

REASON	Men M	Men SD	Women M	Women SD	Total M	Total SD
I thought it would fulfill my interests.					2.70	.54
I thought I had a special aptitude for it.					2.25	.71
†I knew people who were already in the vocation.	1.68	.77	1.51	.67	1.61	.73
†I wanted to make a lot of money.	1.70	.73	1.36	.60	1.55	.70
†It has high social status and prestige.	1.51	.64	1.28	.50	1.41	.60
My parents wanted me to enter it.					1.35	.59
My score on a vocational interest test was high in this area.					1.23	.51

Note.—Response scale: 1=not important, not applicable; 2=somewhat important; 3=very important. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

†Men and women differed significantly.

Table 6.7: INITIAL AND CURRENT CAREER CHOICES, BY HOLLAND TYPE

CATEGORIES	Initial† Men	Initial† Women	Initial† Total	Current† Men	Current† Women	Current† Total
Realistic	1%	2%	2%	2%	1%	2%
Investigative	53	19	39	41	12	29
Artistic	3	9	5	4	7	5
Social	15	56	32	19	60	36
Enterprising	16	4	11	20	7	15
Conventional	3	2	2	2	1	1
Other	2	2	2	3	5	4
Undecided	3	3	3	6	7	6

†The distributions of men and women among the categories differed significantly (chi-square significant at .05 level).

Table 6.8: IMPORTANCE OF REASONS FOR CHANGING CAREER CHOICE

REASON	M	SD
My current choice is more in line with my interests.	2.60	.62
*My interests changed.[α]	2.44	.72
†My own preferences became more prominent.[β]	2.42	.78
I didn't like the courses I was taking as preparation for my initial choice.	1.95	.87
I developed an interest in my current choice through course(s) I was taking.	1.83	.81
I had some experience in the area of my current choice.	1.75	.80
I met someone who was already in the career of my current choice.	1.64	.78
I had some experience in the area of my initial choice.	1.57	.80
The job market changed.	1.47	.76

Note.—Response scale: 1=not important, not applicable; 2=somewhat important; 3=very important. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

*1972 and 1973 seniors differed significantly.

†Men and women differed significantly.

[α]1973: M=2.55, SD=.63; 1972: M=2.33, SD=.78.

[β]Women: M=2.61, SD=.68; Men: M=2.32, SD=.81.

The prime reason for changing careers was essentially the main reason for their initial choice: interest. Interests changed, and preferences crystallized, and a career choice more compatible with these new interests was selected. Previous experience in neither the initial nor subsequent career field was of much importance. Of least relative importance was a change in the job market. Nine percent of those respondents who changed career choices (4% of the total sample) specified the "other" option; a few of these indicated a switch to a field more compatible with either their studies or their finances.

Students who changed career choices did not necessarily change to a new Holland category; 44% changed their choice, while 31% changed to a new Holland classification.

This sample of seniors appeared to be quite decisive about their current career plans. Forty-two percent said they had decided what their career will be, 30% had tentatively decided, and 16% were currently considering several careers. Nine percent said they had no career plans as yet, and 1% did not plan to have a career, but did plan to work. No one said they did not plan to work.

Students were asked what setting they expected to work in, both initially and eventually (Table 6.9). The most popular initial settings were medical service (chosen by 18%) and elementary or secondary school (16%). Both of these settings were less popular as eventual choices; 12% expected to eventually work in a medical service setting and 9%, in an elementary or secondary school. Much of the drop in these two settings was taken up by the percentages expecting to work in a college or university (5% initially, 10% eventually) or in a private professional practice (5% to 10%). Seventeen percent were undecided about their initial and/or eventual vocational setting. Most of the "other" settings (11% of the initial and 13% of the eventual choices) were combinations of the others listed.

Seniors were also asked what they expected their initial and eventual primary vocational role to be (Table 6.10). Practitioner, performer, therapist, or producer of services was the expected initial primary role for 40% of the sample, and the expected eventual role for 29%. Twenty-one percent expected to be teachers initially, 4% more than expected to be so eventually. The proportion expecting to be an administrator or supervisor increased from 6% initially to 19% eventually, while the percent expecting to be a researcher or investigator decreased from 12% to 7%. The "other" options, 13% for initial expectations and 20% for eventual expectations, were largely groupings of the listed alternatives or expressions of uncertainty.

Men and women differed significantly in the primary vocational roles they initially expected. The largest differences were in the roles of teacher (33% of the women and only 11% of the men), researcher or investigator (16% of the men, 7% of the women), and administrator or supervisor (9% of the men, 3% of the women).

Table 6.9: VOCATIONAL SETTING EXPECTED INITIALLY AND EVENTUALLY

SETTING	Initial	Eventual
Medical service	18%	12%
College or university	5	10
Private professional practice	5	10
Elementary or secondary school	16	9
Large business or financial firm	7	6
Social services organization	6	5
Own business or free-lance	2	5
Government agency (any level)	4	4
Research organization	3	3
Small business or financial firm	3	<1
Military	1	<1
Don't know; undecided	17	17
Other	11	13

Table 6.10: VOCATIONAL ROLE EXPECTED INITIALLY AND EVENTUALLY

ROLE	Initial†			Eventual
	Mn	Wn	T	Total
Practioner, performer, therapist, or producer of services	42%	38%	40%	29%
Administrator or supervisor	9	3	6	19
Teacher	11	33	21	17
Researcher or investigator	16	7	12	7
Promoter or salesman of services or products	5	2	4	1
Producer of products	2	1	1	1
Other	12	15	13	20

†Men and women differed significantly in their expected initial vocational role (chi-square significant at .05 level).

Characteristics of a Job or Career

Seventeen characteristics of a job or career were presented. Students designated the expected importance of the presence of each in their subsequent jobs or careers (Table 6.11). Responses were on a five-point scale; the presence of each characteristic was: objectionable, unnecessary, neutral, preferable or essential.

The characteristics reported as most important indicate that the respondents strongly desired opportunities for personal development, particularly of their skills and abilities, and for personal contributions to others. Average responses indicate that it was essential or preferable that the following characteristics be present:

Opportunity to develop skill in my field
Opportunity to be of service to others
Necessity for me to use my special abilities or aptitudes
Necessity for me to be creative and original
Stimulating, challenging environment

Some of the more conventional perquisites of employment were of less importance, e.g., good health and retirement benefits, opportunity to earn a good deal of money, and social status and prestige.

The least important (and considered unnecessary) characteristics of a job or career were: working within an explicit set of regulations and procedures, and an opportunity to work primarily with things or ideas rather than with people.

It was significantly more important for women than for men to use their special abilities or aptitudes. It was significantly more important to men to be relatively free from supervision, to supervise others, to earn a good deal of money, to develop a social life through their job, to have social status and prestige, to work in a competitive atmosphere, and to work primarily with things or ideas.

Table 6.11: PREFERENCE FOR CHARACTERISTICS OF A JOB OR CAREER

CHARACTERISTIC	Men M	Men SD	Women M	Women SD	Total M	Total SD
Opportunity to develop skill in my field					4.48	.59
Opportunity to be of service to others					4.44	.71
†Necessity for me to use my special abilities or aptitudes	4.37	.68	4.53	.56	4.43	.64
Necessity for me to be creative and original					4.36	.70
Stimulating, challenging environment					4.35	.70
†Relative freedom from supervision	3.85	.79	3.68	.83	3.78	.81
Good health/retirement benefits					3.68	.87
†Opportunity to lead, direct others	3.68	.82	3.50	.91	3.60	.87
Recognition as an expert in my field					3.42	.96
†*Opportunity to earn a good deal of money[α]	3.56	.86	3.20	.88	3.41	.89
†Opportunity to develop a social life through my job	3.37	.88	3.19	.90	3.30	.89
†Social status and prestige	3.14	.99	2.89	.97	3.04	.99
Travel (as part of job)					2.92	.94
Working in a well-established organization, rather than in an infant one or independently					2.82	.91
†*Working in a competitive atmosphere[β]	2.79	1.18	2.43	1.16	2.65	1.19
Working within an explicit set of regulations and procedures					2.22	1.13
†Opportunity to work primarily with things or ideas rather than with people	2.16	1.12	1.90	1.04	2.05	1.10

Note.—Response scale: 1=objectionable; 2=unnecessary; 3=neutral; 4=preferable; 5=essential. Statistical differences between responses of the sexes and the 1972 and 1973 respondents were analyzed by *t* tests.

†Men and women differed significantly.

*1972 and 1973 seniors differed significantly.

[α]1973: M=3.52, SD=.81; 1972: M=3.32, SD=.94.

[β]1973: M=2.81, SD=1.15; 1972: M=2.49, SD=1.19.

CHAPTER VII

EXPECTATIONS AND PREFERENCES

The seniors were asked to indicate their expected degree of participation in a wide range of activities and their anticipated gratification from each. They were also questioned on their expectations and preferences concerning their life styles.

Activities

Respondents reported the relative amount of participation they expected to have in each of thirteen activities throughout their lives. They also indicated the relative amount of gratification expected from each of the same activities. Men's and women's and 1972 and 1973 seniors' responses were compared by *t* tests.

Expected Participation. Responses to the expected degree of participation were recorded on a five-point scale: never, rarely, occasionally, frequently, or continually (Table 7.1).

Respondents expected to devote great amounts of their time to relationships with those close to them: their spouse or mate, children and friends. They also expected to be actively involved with their careers, with discussions and considerations of ideas and issues, and with new learning. The sexes differed significantly in their expected participation in two of these activities. Men expected to participate to a greater extent in their careers than women did. Women expected to be more involved than men did in discussing and thinking about ideas and issues.

The three activities in which the respondents expected to participate the least (on the average, less than occasionally) were: watching television, religious experiences and activities, and social group activities (e.g., fraternal). Men and women differed on the amount of participation expected in religious experiences and activities, with women expecting to participate more often than men. Although both average responses indicated at most occasional participation, the large standard deviation for responses to religious activity implied a definite diversity of expected participation among this sample.

Expected Gratification. The expected amount of gratificaion derived from each of the thirteen listed activities was reported on a four-point scale: will not be gratifying at all, might or might not be gratifying, will be generally gratifying, or will be the most gratifying activity in my life (Table 7.2).

Relationships with their spouse or mate, their children, and their friends were expected to provide the greatest relative amounts of gratification. Their careers were expected to be the next most gratifying.

Table 7.1: EXPECTED DEGREE OF PARTICIPATION IN FUTURE ACTIVITIES

ACTIVITY	M	SD
Companionship with my spouse or mate	4.65	.73
†A career	4.61	.63
Relationship with my children	4.49	.99
Close friendships	4.44	.64
†Discussing and thinking about ideas and issues[β]	4.40	.65
New learning	4.32	.71
Recreation, hobbies	4.00	.76
New experiences, activities	3.97	.75
Social life	3.94	.75
Activities directed toward social action	3.33	.87
Social group activities (e.g. fraternal)	2.97	.94
†Religious experiences/activities[δ]	2.83	1.22
Watching television	2.75	.77

Note.--Response scale: 1=never; 2=rarely; 3=occasionally; 4=frequently; 5=continually. Statistical differences between mean responses of the sexes and of the 1972 and 1973 seniors were analyzed by *t* tests.

†Men and women differed significantly.
[α]Men: M=4.68, SD=.63; Women: M=4.51, SD=.63.
[β]Women: M=4.50, SD=.63; Men M=4.34, SD=.66.
[δ]Women: M=2.97, SD=1.29; Men: M=2.73, SD=1.16.

Table 7.2: EXPECTED DEGREE OF GRATIFICATION FROM FUTURE ACTIVITIES

ACTIVITY	M	SD
Companionship with my spouse or mate	3.59	.63
Relationship with my children	3.43	.74
Close friendships	3.21	.55
A career	3.10	.61
New learning	3.05	.56
*Recreation, hobbies[α]	2.97	.51
Discussing and thinking about ideas and issues	2.94	.60
*New experiences, activities[β]	2.78	.64
Social life	2.72	.62
Activities directed toward social action	2.47	.67
Social group activities (e.g., fraternal)	2.20	.67
†Religious experiences/activities[δ]	2.16	.85
Watching television	1.96	.48

Note.--Response scale: 1=will not be gratifying at all to me; 2= might or might not be gratifying; 3=will be generally gratifying; 4=will be the most gratifying activity in my life. Statistical differences between mean responses of the sexes and of the 1972 and 1973 seniors were analyzed by *t* tests.

*1972 seniors and 1973 seniors differed significantly.
†Men and women differed significantly.
[α]1973: M=3.02, SD=.47; 1972: M=2.93, SD=.53.
[β]1973: M=2.84, SD=.64; 1972: M=2.72, SD=.63.
[δ]Women: M=2.30, SD=.86; Men: M=2.07, SD.82.

Although respondents expected to participate to a similar degree in both their career and their close relationships (for men, a slightly greater participation in their career), they expected their relationships with those dear to them to be decidely the most gratifying of experiences. Expected gratification from the remaining activities paralleled expected participation in those activities.

Life Style

In describing a person's manner of living, four possible areas of consideration are: marriage and its alternatives, parenthood, living arrangements, and employment. Respondents were asked two sets of questions pertaining to these areas: (a) what situations they expected to experience in each area and (b) what situations they would like to or preferred to experience in each area.

Difficulties and ambiguities on the 1972 Survey resulted in a revision of this section on the 1973 Survey. The 1972 version is presented in Figure 7.1, and the 1973 version, in Figure 7.2. In addition to some changes in wording the most obvious differences between the two Surveys are:

1. The option "Not Sure" was included in 1973 but not in 1972.

2. Regarding preferences, the 1972 group picked one alternative to official marriage and one living arrangement. The 1973 group expressed whether or not they would like each of the alternatives and living arrangements listed.

3. The 1972 respondents were asked: "If you could attain your ideal life style, what status would you prefer to have?" The 1973 group was asked to indicate "whether or not you would like to experience each if you could."

Herein, the terms "prefer" and would like" are used interchangeably, regardless of whether reference is to 1972 or to 1973.

The response rate on this section of the Survey was lower than on other sections. Some of the questions about life style were answered by only about 40% of the respondents. (All of the other sections had response rates of more than 90%.)

Responses in this section are presented separately for the 1972 and 1973 groups. Percents are based on the total number in the respective group. The difference between the sum of the figures presented and 100% is the percent of nonresponse to each question.

Below are some areas which one might consider in defining an overall life style. What do you expect that your status will be in these areas? Check as many responses as might apply to you:

Be married? Alternatives to official marriage?

		Yes	No
Yes___	Have a more or less permanent relationship with a mate	___	___
No ___	Have a series of close relationships	___	___
	Have relationships, but not close ones	___	___
	Other (Specify:_____)	___	___

Have children? Living arrangement:

		Yes	No
Yes, will have my own___	Alone	___	___
Yes, will adopt___	With mate or spouse	___	___
No___	With roomate(s)	___	___
	With parents	___	___
	In a group or commune	___	___
	Other (Specify:_____)	___	___

Work? (excluding homemaking)

	Yes, Full-Time	Yes, Part-Time	No
Always	___	___	___
Before children arrive	___	___	___
When children are pre-school age . . .	___	___	___
When children are school age	___	___	___
When children are grown up	___	___	___

If you could attain your ideal life style, what status would you prefer to have?

Married? Yes___ No ___ Alternatives?

Yes, permanent relationship	___
Yes, series of relationships	___
Yes, relationships, but not close	___
Other (Specify:_____)	___
No	___

Children? Yes, own ___ Yes, adopt___ No___ Living arrangement?

Alone	___
With mate/spouse	___
With roommate(s)	___
With parents	___
In group or commune	___
Other (Specify:_____)	___

Work?

	Ideal for SELF			Ideal for MATE/SPOUSE		
	F.T.	P.T.	No	F.T.	P.T.	No
Always	___	___	___	___	___	___
Before children arrive	___	___	___	___	___	___
When children are pre-school age	___	___	___	___	___	___
When children are school age	___	___	___	___	___	___
When children are grown up	___	___	___	___	___	___

Fig. 7.1. 1972 questions on life style.

Below are some areas which are part of a person's way of living. Within each area, indicate: (1) whether or not you ever expect to experience each situation, and (2) whether or not you would like to experience each if you could. If you are Not Sure, check NS. If you are currently in any of the situations listed, check "Yes, Expect" for that one, as well as whether or not you would like it ideally.

A. Do you expect/would you like to...	EXPECT			WOULD LIKE		
	Yes	No	NS	Yes	No	NS
marry?	—	—	—	—	—	—

B. What alternatives to official marriage do you expect/would you like to have?	EXPECT			WOULD LIKE		
	Yes	No	NS	Yes	No	NS
Have a long term love relationship with a mate	—	—	—	—	—	—
Have a series of short term love relationships	—	—	—	—	—	—
Have relationships, but not close ones	—	—	—	—	—	—
Other (Specify: _____)	—	—	—	—	—	—

C. What living arrangements do you expect/would you like to have?	EXPECT			WOULD LIKE		
	Yes	No	NS	Yes	No	NS
Alone	—	—	—	—	—	—
With spouse	—	—	—	—	—	—
With mate	—	—	—	—	—	—
With roommate(s)	—	—	—	—	—	—
With parents	—	—	—	—	—	—
With a group or commune	—	—	—	—	—	—
Other (Specify: _____)	—	—	—	—	—	—

D. Do you expect/would you like to have children?	EXPECT			WOULD LIKE		
Have my own	—	—	—	—	—	—
Adopt	—	—	—	—	—	—

E. Do you expect/would you like to work (until retirement age) once you complete your education? (Do not include homemaking as employment.) Check one in each column:

	Yes-EXPECT	Yes-WOULD LIKE
Always work full-time	—	—
Always work at least part-time	—	—
Not work at all	—	—
Work, but not always	—	—

F. If Not Always: When will/would you work (at least part-time)?	Check one in each column: Yes-EXPECT	Yes-WOULD LIKE
Only until I am a parent	—	—
Except for certain times during my children's lives (at least six months off at a time)	—	—
Just off and on, without reference to parenthood	—	—

G. Would you prefer that your spouse or mate (if any) always work? Check one:

Yes, full-time	—	No, not always	—
Yes, at least part-time	—	No, not at all	—

Fig. 7.2. 1973 questions on life style.

In general, the 1973 seniors had a better response rate to this area of questions than the 1972 group did. In 1972, women were more likely to respond than men were; there was not a noticeable difference in response rate in 1973 between women and men. No statistical analyses were undertaken on this section of the Survey.

The responses concerning marriage and its alternatives, living arrangements, and parenthood are presented in Table 7.3 for the 1972 seniors and in Table 7.4 for the 1973 group.

Marriage and Alternatives. A large majority of seniors expected and would like to marry. In 1972, 82% expected to marry and 71% preferred to; 11% did not expect to, and 19% would prefer not to marry. In 1973, most of those who did not give a positive response about marrying (about a fifth) said they were not sure about it.

Of the three listed alternatives to official marriage the one which these students saw themselves most likely to participate in was a more or less permanent, or long term, relationship with a mate. Slightly more than 40% expected this each year. Serial relationships were less frequently expected and preferred by these seniors than were long-term or permanent ones. Responses to the option "relationships, but not close ones" were consistently more negative than positive in both expectations and preferences. An option for "other" was provided on both Surveys. Examples of "other" alternatives specified were: long-term close relationships with more than one mate, and a religious community.

Living Arrangement. Consistent with their marital plans, most students expected and would like to live with their spouses. In 1972, "with a mate or spouse" was one option. In 1973, the options "with spouse" and "with mate" were presented separately. Apparently, to some of these students, having a long term love relationship with a mate does not necessarily imply living with that person; in 1973, 42% expected to have such a relationship, while only 34% expected to live with a mate. The respective percentages of seniors who would like to have or would like to live with a mate are 56% and 42%.

More than 40% of the 1973 seniors did not expect, or would not like to live: alone, with their parents, or with a group or commune. "Other" living arrangements described included: a convent, large family with many adopted children, and with a mate or spouse and another couple.

Parenthood. Most respondents both wanted and expected to be parents. The 1972 group was asked to check just one of the following responses: have their own children, adopt, or not have children. Higher percentages of men than of women expected and preferred to have their own children. Only a few students had plans for adoption only. Thirty percent checked both options, have their own and adopt, as their expectation or preference; more women than men responded in this manner. Only 10% of the 1972 group said "no" to expecting or preferring to have children.

Table 7.3: MARRIAGE, ALTERNATIVES TO OFFICIAL MARRIAGE, LIVING ARRANGEMENT, AND PARENTHOOD: EXPECTATIONS AND PREFERENCES (1972 SENIORS)

	Expect						Prefer					
	Men		Women		Total		Men		Women		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Marriage	81%	11%	83%	12%	82%	11%	71%	18%	71%	20%	71%	19%
Alternatives to official marriage:[a]												
More or less permanent relationship with a mate	39	10	51	15	44	13	28		37		32	
Series of close relationships	13	23	28	26	20	24	11		7		9	
Relationships, but not close ones	12	23	9	39	10	30	2		-		1	
Other	1		1		1		6		6		6	
Living arrangement[a]												
Alone	15	26	25	34	20	29	5		4		5	
With mate or spouse	82	-	84	5	83	2	71		66		69	
With roommate (s)	13	24	25	32	18	27	3		-		2	
With parents	4	29	11	45	7	36	1		-		1	
In a group or commune	10	25	13	42	12	33	4		4		4	
Other	2		2		2		7		14		10	
Parenthood[a]												
Yes, will have my own	57		45		52		57		47		53	
Yes, will adopt	2		2		2		4		1		3	
Checked both "own" and "adopt"	26		37		30		24		38		30	
No		10		10		10		10		10		10

Note.—Percents are based on all 1972 seniors: 136 men, 104 women, 240 total.

[a]Respondents were to indicate whether or not they expected each alternative and living arrangement, but were to choose only one which they would prefer if they could attain their ideal life style.

Table 7.4: MARRIAGE, ALTERNATIVES TO OFFICIAL MARRIAGE, LIVING ARRANGEMENT, AND PARENTHOOD: EXPECTATIONS AND PREFERENCES (1973 SENIORS)

	EXPECT									WOULD LIKE								
	Men			Women			Total			Men			Women			Total		
	Yes	No	NS	Yes	No	NS	Yes	No	NS	Yes	No	Ns	Yes	No	Ns	Yes	No	Ns
Marriage	79%	6%	14%	70%	4%	22%	75%	5%	17%	70%	6%	16%	70%	4%	23%	70%	5%	19%
Alternatives to official marriage:																		
Long term love relationship with a mate	43	27	20	41	26	17	42	26	19	58	12	17	54	26	10	56	17	14
Series of short term love relationships	13	42	17	11	51	10	12	45	14	22	30	20	7	54	11	16	39	16
Relationships, but not close ones	17	42	9	12	55	5	15	47	8	15	41	12	7	57	9	12	47	11
Other	1	2	1	2	6	1	1	3	1	2	1	1	2	5	1	2	2	1
Living arrangement:																		
Alone	16	46	9	21	38	11	18	43	10	12	44	15	17	35	17	14	41	16
With spouse	72	6	9	67	5	9	70	5	9	71	4	8	68	2	12	70	3	10
With mate	35	22	14	32	23	16	34	22	15	45	13	13	38	17	18	42	15	15
With roomate (s)	24	37	11	28	29	11	26	34	11	27	30	13	24	28	17	26	29	14
With parents	10	57	3	21	40	4	14	50	3	4	57	7	6	46	10	5	53	8
With a group or commune	2	58	12	6	49	11	4	55	11	12	43	14	12	40	15	12	42	14
Other	1	2	-	1	4	-	1	2	-	-	2	-	1	4	-	1	2	-
Parenthood:																		
Have my own	78	6	13	62	11	20	72	8	15	75	6	9	62	9	21	70	7	14
Adopt	10	28	32	17	21	33	13	25	33	31	15	27	39	10	27	34	13	27

Note.—Percents are based on all 1973 seniors: 127 men, 82 women, 209 total. NS=Not Sure

The 1973 seniors' responses were similar to the 1972s'. About 70% expected or would like to have their own children. Thirty-four percent would like to adopt children, but only 13% expected to. Adoption was an uncertainty for a third of this group. Sex differences were evident. Men more frequently than women said "yes" to expecting or wanting to have their own children, while women were more uncertain or negative. On the other hand, more women than men responded with favor to adoption.

Employment. The 1972 seniors indicated under which of five circumstances they expected to work (and, if so, whether full-time or part-time): always, before they have children, before their children go to school, when they're in school, and when they're grown (Table 7.5). Students responded to the same circumstances in terms of what they would prefer if they could attain their ideal life style, and what they would prefer for their mate or spouse. To avoid counting individuals more than once, responses of students who expected or preferred to always work full-time or preferred that their mate or spouse always work full-time are not included in figures for the four remaining circumstances. The 1973 Survey had less elaborate expected and preferred employment schedules (Table 7.6).

As might be expected, sex differences were evident. More men than women expected to always work full-time (85% vs. 30%, respectively, in 1972 and 66% vs. 21% in 1973). Women were more likely than men to expect to work part-time or to not work at all at certain times, depending on their children's status.

Comparing men's expectations and preferences, it appears that many men would prefer an employment pattern less concentrated than what they expect. In 1972, men's preference shifted toward part-time, instead of full-time, employment. Eighty-five percent of the men expected to always work full-time and 4%, part-time. If they could attain their ideal life style, 68% would always work full-time, and 13%, part-time. The 1973 men revealed a preference for an interrupted working schedule. Two-thirds of the men expected to always work full-time, but only 41% would like to; 14% expected to work, but not always, while 30% would like that arrangement. Most of the latter would like to work just off and on, without reference to parenthood.

Women's expected and preferred employment patterns were less discrepant than men's.

Both years, respondents were asked what employment pattern they preferred for their mate or spouse. In 1972, the pattern which women would prefer for their partners was similar to what men would prefer for themselves. In contrast, men revealed a preference for less full-time work for their partners than women preferred for themselves. For example, 19% of the men preferred that their mate or spouse always work full-time, and 28%, that they work full-time before they become mothers. The percentages of women who preferred these work situations for themselves were 33% and 45%, respectively.

Table 7.5: EXPECTATIONS AND PREFERENCES REGARDING EMPLOYMENT (1972 SENIORS)

TIME SCHEDULE		Expect for Self			Ideal for Self			Ideal for Mate/Spouse		
		Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Always	FT:	85%	30%	61%	68%	33%	53%	19%	63%	38%
	PT:	4	12	8	13	17	15	20	13	17
	No:	5	37	19	7	31	17	26	11	20
Before children arrive	FT:	4	57	27	7	45	24	28	15	23
	PT:	1	5	3	2	7	4	15	3	10
	No:	-	2	1	1	-	1	4	-	3
When children are pre-school age	FT:	6	1	4	6	1	4	-	8	3
	PT	-	20	9	4	19	11	8	7	8
	No:	-	38	16	1	27	12	35	3	21
When children are school age	FT:	6	24	14	7	14	10	2	11	6
	PT:	-	29	13	3	28	14	25	6	17
	No:	-	9	4	1	9	4	16	1	10
When children are grown up	FT:	4	49	24	4	37	18	17	11	14
	PT:	2	11	6	6	12	8	23	6	15
	No:	-	2	1	1	2	1	7	-	4

Note.—Percents are based on all 1972 seniors: 136 men, 104 women, 240 total. FT=Yes, Full-Time, PT=Yes, Part-Time.

Table 7.6: EXPECTATIONS AND PREFERENCES REGARDING EMPLOYMENT (1973 SENIORS)

TIME SCHEDULE	Yes - Expect			Yes - Would Like			Prefer for Mate/Spouse		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Always work full-time	66%	21%	48%	41%	22%	33%	6%	54%	24%
Always work at least part-time	16	37	24	16	30	22	34	32	33
Not work at all	-	2	1	2	1	1	2	-	1
Work, but not always	14	32	21	30	33	31	54	12	37
If not always:									
Only until I am a parent	2	5	3	2	5	3			
Except for certain times during my children's lives (at least six months off at a time)	1	21	9	3	16	8			
Just off and on, without reference to parenthood	11	9	10	20	15	18			

Note.—Percents are based on all 1973 seniors: 127 men, 82 women, 209 total.

In 1973, women's preferences for their partners (in terms of working either always or not always) were more similar to the men's expectations than to their preferences. Women preferred more steady employment (either full-time or part-time) for their mate or spouse than men preferred for themselves. The largest discrepancies between men's preferences for their mate or spouse and women's expctations and preferences for themselves were in full-time steady employment (expected or preferred by slightly over 20% of the women, but preferred for them by only 6% of the men) and in not always working (preferred for them by more than half the men, but expected or preferred for themselves by only a third of the women). About a third of the men preferred that their partners work at least part-time. Likewise about a third of the women expected or preferred this situation. Two percent of the 1973 seniors did not check one of the four listed employment patterns for their partners, but wrote in comments to the effect that it would be up to the other person.

CHAPTER VIII

SUMMARIZING REMARKS

Summary

Random samples of 600 1972 seniors and 529 1973 seniors were sent a questionnaire concerning their college experiences and activities and their future plans. Usable questionnaires were received from 449 students (40% of those sampled each year). The sample (i.e., responses from both years combined) consisted of more males than females (59% to 41%).

Where feasible, statistical comparisons were made between men's and women's responses and between the 1972 seniors' and the 1973 seniors' responses. Sex differences, evident on fewer than a fifth of the questions, were more numerous than were differences between the 1972 seniors and the 1973 seniors.

Regarding first registration, proportionally more women than men entered SUNY/B as freshmen, while men were more likely than women were to have transferred into SUNY/B.

The sample reported that personal, interpersonal, and intellectual outcomes of attending college were valuable to them. Slightly less value was accorded to preparation for a career than to the other outcomes. Women placed a higher value than men did on understanding themselves, others, and their interactions with others. College experiences reported to be the biggest contributors to valuable outcomes of college were: courses and other academic experiences; meeting people; friendships; informal, impromptu discussions; and personal reading.

The problem areas that caused the greatest amounts of concern to these seniors were choosing a vocation and personal meaning and identity. Women expressed more concern than men did about interpersonal relationships and personal development. Military service had been a serious problem for significantly fewer 1973 men than for 1972 men.

These seniors had a generally favorable opinion of the SUNY/B faculty they knew. Their reactions to the faculty in their own departments were somewhat more positive than to the others. The 1973 seniors expressed a more positive view of the faculty outside their departments than did the 1972 seniors.

In considering the relative impact of their courses on their overall SUNY/B experience, the majority of respondents reported that courses were just one of many important experiences. Courses were of most value in exposing the students to new ideas and experiences and in promoting intellectual growth.

The seniors indicated that an ideal university should encourage development of personal standards, acquisition of knowledge, and involvement in the community. An ideal university should have a direct influence on some aspects of students' lives, but not on others.

The respondents decisively changed their educational plans while in college. Slightly more than half the seniors changed their educational aspirations since they entered college. For most (41% of the sample), this was a raise in aspiration. A slightly higher percentage (46%) did not change, however. Slightly more than a fifth of the sample currently expected at most a baccalaureate degree. Advanced degree expectations revealed significant differences between men and women. Women were more likely than men were to expect to attain at most a masters degree, while men were more likely (compared to women) to expect a professional degree. Similar percentages expected to attain a doctorate (14%).

About half the sample changed their choice of major field sometime during their college years. The largest portion of the senior year choices (over a third of the sample) was in the Faculty of Social Sciences and Administration. Nearly half the seniors reported that they would choose their current major if they could begin college again as freshmen. Forty percent would make a choice in a different department.

Fewer than half changed their career plans since they began college. About two-thirds of the choices (both initially and in their senior year) were in two of the six Holland categories: Investigative (scientific) or Social (educational or social welfare).

The students' interests were the primary reason given for making initial choices and for subsequent changes.

About a third of the sample expected to be employed eventually in an educational or medical setting, and nearly a third expected their eventual primary vocational role to be that of a practitioner, performer, therapist, or producer of services.

The characteristics of a job or career reported as most important indicate that the respondents strongly desire opportunities for personal development, particularly of their skills and abilities, and for personal contributions to others.

The activities in which the respondents expected to spend the greatest share of their time were: companionship with their spouse or mate, a career, and relationships with their children. The highest relative amounts of gratification were expected in relationships with their spouse or mate, their children, and their friends.

Discussion

The Senior Survey research project has two functions: to examine students' perceptions of their college experience and to evaluate the impact which SUNY/B has on its students in terms of their experiences and expectations.

Regarding students' perceptions, it can be concluded that attending college was a generally positive experience for the respondents to these questionnaires. All of the listed outcomes of college attendance were valuable to them, indicating that they experienced personal and

intellectual growth. Their high regard for this personal and intellectual growth is reflected in their description of the ideal university. For them, the ideal university should foster an active involvement in intellectual pursuits, and it should encourage students to develop their own standards and values. In other words, the ideal university should help others to grow in ways they have grown.

Their perceptions of their faculty at SUNY/B were generally positive, especially those in their major departments (whom they presumably knew better than other faculty). Courses had been, on the average, of at least some benefit in more than half the areas listed on the questionnaire.

The fact that 41% of these seniors raised their level of educational aspiration during the years of their college attendance suggests that it was in some ways a positive experience — at least positive enough to induce them to pursue more formal education than they expected to attain when they began college. By their senior year, about three-fourths of this sample expected to attain an advanced degree. Although direct inquiries were not made regarding motivation for changing degree plans, for some at least, the unavailability of a job no doubt left them with advanced schooling as the only alternative.

SUNY/B clearly had an impact on these seniors. Academic activities, those experiences obviously initiated by the university, were among the most important contributors to valuable outcomes of college attendance. Academic activities contributed extensively to these seniors' intellectual development, and, to a lesser degree, to their personal development. The four other contributors of major importance (personal reading, friendships, meeting people, and informal, impromptu discussions) were, no doubt, facilitated by the social environment of the university, although the extent of the university's initiative in facilitating non-academic experiences remains unclear.

Seniors' expectations were compared with their experiences at SUNY/B. The three areas in which they expected to participate most and from which they expected the most gratification were: their family (companionship with their spouse or mate and relationship with their children), a career, and close friendships.

These students seemed to view their college experiences as extraneous to their family life. Though they expected a great amount of involvement with their families, they did not see college attendance as a primary contributor to making their family life successful. Of the ten areas listed on the questionnaire, courses were by far of least benefit to "preparation for family responsibilities and relationships." These students were presumably content with this lack of direct preparation, feeling, on the average, neutral about the ideal university providing such preparation.

Their college experiences did provide some indirect preparation, however. The college outcome expected to be most important to them throughout their lives was an increased understanding of others, an outcome obviously contributory to good family living. The other outcome which would enhance family life, increased openness and skill in interpersonal relationships, was also expected to be important throughout their lives,

though for a smaller percentage of respondents than some other outcomes were.

College experiences seemed to be more related to the task of career choice and preparation than to expected familial experiences. Choosing a vocation was an unresolved problem for the largest proportion of these students (a fourth). It had also caused a great amount of concern to another fifth, who had resolved that problem. Courses had been of some (average) benefit in developing a vocational preference.

Regarding career preparation, courses were of some (average) benefit. Though valuable, preparation for a career was the least valuable of the eight outcomes of college attendance; it was elevated to a middle position in terms of the proportion of students (slightly more than one third) who expected it to be one of the most important outcomes throughout their lives. Students preferred (on the average) that the ideal university provide vocational training; this function was of middle rank in comparison to the other functions. Respondents were not asked what they would have the ideal university provide as help in choosing a vocation.

Whether satisfied with the available vocational aids or not, most managed to have some career choice by the time they were ready to graduate: only 6% of this sample did not have a career choice at the time they completed the questionnaire. (Another 2% did not answer that question.)

These seniors had already had extensive experience in developing and maintaining close friendships. Throughout their lives, they expected to continue to spend a great deal of time with close friends, and to derive a good deal of gratification from them. Relationships with members of the other sex and developing and maintaining friendships had not been a great problem for more than three-fourths of this sample. Courses were of some benefit in meeting people who have become important to them. (Presumably, some of these are friends.) The average response to the functions of the ideal university suggested a slightly positive desire to have the university develop and foster students' capacities for close personal relationships.

APPENDIX

Table A.1: DATE OF FIRST REGISTRATION AT SUNY/B, BY SEX

DATE	Sample[a] 1972	Sample[a] 1973	Men 72	Men 73	Men T	Men %	Women 72	Women 73	Women T	Women %	Total N	Total %
Prior to	1966	1967	4	6	10	3.9	8	1	9	6.5	19	4.1
January	1966	1967	-	-	-	-	0	1	1	.5	1	.2
Summer	1966	1967	-	-	-	-	-	-	-	-	-	-
September	1966	1967	1	0	1	.4	4	1	5	2.7	6	1.3
Janaury	1967	1968	1	1	2	.8	-	-	-	-	2	.4
Summer	1967	1968	1	1	2	.8	-	-	-	-	2	.4
September	1967	1968	7	4	11	4.2	2	9	11	5.9	22	4.9
January	1968	1969	2	1	3	1.1	2	0	2	1.1	5	1.1
Summer	1968	1969	6	2	8	3.0	1	2	3	1.6	11	2.4
September	1968	1969	67	43	110	41.8	56	39	95	51.1	205	45.7
January	1969	1970	2	2	4	1.5	3	3	6	3.2	10	2.2
Summer	1969	1970	0	5	5	1.9	1	0	1	.5	6	1.3
September	1969	1970	18	22	40	15.2	9	10	19	10.2	59	13.1
January	1970	1971	2	4	6	2.3	0	2	2	1.1	8	1.8
Summer	1970	1971	4	3	7	2.7	2	3	5	2.7	12	2.7
September	1970	1971	18	31	49	18.6	11	9	19	10.2	69	15.4
January	1971	1972	1	2	3	1.1	1	0	1	.5	4	.9
Summer	1971	1972	-	-	-	-	1	1	2	1.1	2	.4
September	1971	1972	2	0	2	.8	3	1	4	2.2	6	1.3
			136	127	263		104	82	186		449	

[a] 1972 refers to the seniors sampled in 1972, and 1973 refers to the seniors sampled in 1973.

Table A.2: INITIAL, FINAL, AND PREFERRED MAJOR FIELDS: NUMBER OF RESPONDENTS IN EACH DEPARTMENT AND FACULTY

MAJOR FIELD	Initial			Final			Preferred		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Arts and Letters									
American Studies	1	0	1	0	0	0	0	1	1
Art, Art History	1	9	10	1	7	8	1	6	7
Classics	1	1	2	1	0	1	1	0	1
English	14	17	31	12	28	40	8	13	21
Modern Languages	0	7	7	1	6	7	1	3	4
Music	3	2	5	3	1	4	7	1	8
Theatre	0	1	1	0	0	0	0	0	0
TOTAL	*20*	*37*	*57*	*18*	*42*	*60*	*18*	*24*	*42*
Educational Studies									
Education, Unspecified	0	1	1	0	3	3	3	3	6
Business Education	0	1	1	3	2	5	1	1	2
Early Childhood, Elementary	0	15	15	0	11	11	0	9	9
Health and Physical Education	7	2	9	9	3	12	4	3	7
TOTAL	*7*	*19*	*26*	*12*	*19*	*31*	*8*	*16*	*24*
Engineering and Applied Sciences									
Engineering, Unspecified	19	1	20	2	0	2	5	0	5
Aerospace	5	1	6	1	0	1	2	0	2
Chemical	5	1	6	4	0	4	4	0	4
Civil	7	0	7	14	0	14	10	0	10
Electrical	18	0	18	12	0	12	6	0	6
Engineering Science	3	1	4	1	0	1	1	0	1
Industrial	4	0	4	4	0	4	2	0	2
Mechanical	4	0	4	6	0	6	3	0	3
Nuclear	1	0	1	1	0	1	1	0	1
TOTAL	*66*	*4*	*70*	*45*	*0*	*45*	*34*	*0*	*34*
Health Sciences									
Medical Technology	3	6	9	3	6	9	3	2	5
Nursing	0	20	20	0	20	20	0	15	15
Occupational Therapy	1	0	1	2	0	2	0	2	2
Pharmacy	9	5	14	10	4	14	10	3	13
Physical Therapy	3	6	9	2	7	9	3	7	10
TOTAL	*16*	*37*	*53*	*17*	*37*	*54*	*16*	*29*	*45*

(Continued on next page.)

Table A.2: INITIAL, FINAL AND PREFERRED MAJOR FIELDS: NUMBER OF RESPONDENTS IN EACH DEPARTMENT AND FACULTY (Cont'd.)

MAJOR FIELD	Initial Mn	Initial Wn	Initial T	Final Mn	Final Wn	Final T	Preferred Mn	Preferred Wn	Preferred T
Natural Sciences & Mathematics									
Biology	24	6	30	19	9	28	17	10	27
Chemistry	11	5	16	4	2	6	3	1	4
Computer Science	1	4	5	6	2	8	6	2	8
Geological Sciences	1	0	1	2	2	4	0	1	1
Mathematics	13	16	29	4	8	12	2	3	5
Physics & Astronomy	5	2	7	1	1	2	3	0	3
Statistics	0	0	0	0	1	1	0	0	0
TOTAL	*55*	*33*	*88*	*36*	*25*	*61*	*31*	*17*	*48*
Social Sciences & Administration									
Anthropology	0	1	1	3	1	4	1	2	3
Economics	3	0	3	1	0	1	0	0	0
Geography	2	1	3	3	0	3	0	1	1
History	16	5	21	20	8	28	11	7	18
Linguistics	0	0	0	0	1	1	0	0	0
Philosophy	2	0	2	5	0	5	3	2	5
Political Science	14	4	18	17	4	21	5	1	6
Psychology	17	10	27	17	8	25	7	7	14
Social Policy & Community Service	2	4	6	6	8	14	2	7	9
Sociology	6	8	14	11	8	19	2	3	5
Speech Communication	0	3	3	3	2	5	0	2	2
TOTAL	*62*	*36*	*98*	*86*	*40*	*126*	*31*	*32*	*63*
School of Management	16	4	20	22	5	27	22	7	29
Other									
Double Major	5	2	7	14	8	22	9	8	17
Special Major	1	1	2	5	5	10	5	4	9
Other	13	11	24	6	2	8	26	17	43
TOTAL	*19*	*14*	*33*	*25*	*15*	*40*	*40*	*29*	*69*
Undecided	1	0	1	0	1	1	11	4	15
More than one choice, included final major							30	15	45
More than one choice, did not include final major	—	—	—	—	—	—	16	5	21
TOTAL	*262*	*184*	*446*	*261*	*184*	*445*	*257*	*178*	*435*

Note.—Total sample consists of: 263 men, 186 women, 449 total.

Faculty totals for final choice do not necessarily match those in Tables 1.2 and 6.5. In this table, students with a double major (whether in the same Faculty or not) are included in the "Other" category. In Tables 1.2 and 6.5, students with two majors in the same Faculty are included in that Faculty.

Table A.3: INITIAL AND CURRENT CAREER CHOICES: NUMBER OF RESPONDENTS WHO CHOSE EACH

CATEGORY AND CAREER	Initial Mn	Initial Wn	Initial T	Current Mn	Current Wn	Current T
Realistic						
Athlete	1	0	1	1	0	1
College teacher - agricultural, mining	0	0	0	1	0	1
Geographer	1	0	1	1	0	1
Laboratory technician	0	3	3	0	2	2
Natural resource conservationist - forest ranger, soil expert	1	1	2	1	0	1
TOTAL	*3*	*4*	*7*	*4*	*2*	*6*
Investigative						
Anthropologist	0	1	2	2	1	3
Archeologist	1	1	1	1	0	1
Biological scientist	1	0	1	2	0	2
Chemist	8	3	11	1	1	2
College teacher - unspecified	6	0	6	3	0	3
College teacher - science, mathematics	1	0	1	2	0	2
Computer designer, programmer, systems analyst	6	5	11	8	1	9
Dentist	5	0	5	6	0	6
Engineer	58	3	61	33	0	33
Geologist	1	0	1	1	1	2
Mathematician	1	1	2	0	0	0
Medical technologist	2	6	8	2	5	7
Military Service	1	0	1	1	0	1
Pharmacist, Pharmacologist, Drug Specialist	10	4	14	13	4	17
Physical scientist	1	1	2	1	0	1
Physician	32	7	39	27	6	33
Pilot	3	0	3	2	0	2
Psychologist - experimental	0	0	0	1	0	1
Researcher	2	3	5	4	2	6
Statistician	0	0	0	1	1	2
Veterinarian	0	0	0	0	1	1
TOTAL	*139*	*35*	*174*	*111*	*23*	*134*

(Continued on next page.)

Table A.3: INITIAL AND CURRENT CAREER CHOICES: NUMBER OF RESPONSES WHO CHOSE EACH (Cont'd.)

CATEGORY AND CAREER	Initial			Current		
	Mn	Wn	T	Mn	Wn	T
Artistic						
Actor, entertainer, stage director	0	1	1	0	0	0
Architect	2	0	2	3	1	4
Artist - commercial, creative	1	5	6	2	2	4
College teacher - English arts	0	6	6	0	6	6
Interior decorator, designer	0	0	0	1	0	1
Language interpreter, linguist	0	1	1	0	1	1
Musician	0	1	1	3	1	4
Philosopher	1	0	1	1	0	1
Writer - journalist, novelist	3	2	5	2	2	4
TOTAL	*7*	*16*	*23*	*12*	*13*	*25*
Social						
Administrator - education, health	0	1	1	2	2	4
Clergyman, missionary, theologian	0	0	0	0	1	1
College teacher - education, social science	1	0	1	1	0	1
Conciliator (employer-employee)	0	0	0	1	0	1
Counselor, therapist	6	4	10	4	5	9
Diplomat	0	0	0	1	0	1
Ecologist	1	1	2	8	2	10
Guidance counselor	0	1	1	0	0	0
Librarian	0	2	2	1	5	6
Nurse	0	20	20	0	19	19
Physical therapist	3	7	10	2	7	9
Psychologist - unspecified or other	2	4	6	1	2	3
Public health employee	0	0	0	1	0	1
Social scientist	0	2	2	0	1	1
Social worker	0	8	8	3	13	16
Sociologist	1	1	2	1	1	2
Speech therapist, pathologist; audiologist	0	3	3	0	2	2
Teacher - elementary, secondary, unspecified	25	51	76	23	51	74
TOTAL	*39*	*105*	*144*	*49*	*111*	*160*

(Continued on next page)

Table A.3: INITIAL AND CURRENT CAREER CHOICES: NUMBER OF RESPONSES WHO CHOSE EACH (Cont'd.)

CATEGORY AND CAREER	Initial			Current		
	Mn	Wn	T	Mn	Wn	T
Enterprising						
Administration - business	4	2	6	10	2	12
Business - sales, retailing, unspecified	3	1	4	2	3	5
College teacher - business, law	3	1	4	3	1	4
Communications (radio, TV, etc.)	1	0	1	1	0	1
Government employee	0	0	0	3	1	4
Lawyer	28	4	32	28	4	32
Occupational therapist	1	0	1	2	1	3
Personnel manager	1	0	1	2	0	2
Politician	1	0	1	2	0	2
TOTAL	*42*	*8*	*50*	*53*	*12*	*65*
Conventional						
Accountant	6	2	8	3	2	5
Banker, finance expert	1	0	1	1	0	1
Secretary	0	1	1	0	0	0
TOTAL	*7*	*3*	*10*	*4*	*2*	*6*
Other	6	5	11	7	9	16
Undecided	7	6	13	15	12	27
TOTAL	*250*	*182*	*432*	*255*	*184*	*439*

Note. --Total sample consist of: 263 men, 186 women, 449 total.